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ABSTRACT

This publication was written in acknowledgment of career development month and is composed of activities for career development for elementary through secondary school students. The overall theme is school-to-work sustainability, and the document provides a guidance model that explains how the school-to-work transition can occur. The model is divided into grades K-6 career awareness; grades 7-8 career exploration; grades 9-10 career planning and preparation; grades 11-12 vocational and technical education; and grades 13-14 postsecondary training and work-site learning. An Employer Participation Model is presented which explains how employees can work directly with students. Curriculum activities and lesson plans for observation of career month or to be used throughout the curriculum are described for elementary, middle, and secondary school students. Guidelines for conducting a poetry or poster contest in observation of career development month are also included. Suggestions for counselor and teacher activities are listed throughout the book. Career development for kits, catalogues, and handbooks for classroom use are listed. (Author/JDM)

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ED 447 364

Teachers as Advisors
Senior Seminar

Lesson Plans

Elementary Job Shadowing

# CAREER ACTIVITY FILE

## School-to-Work Sustainability

Business Networking

Poster/Poetry Contest

Bulletin Boards

Hosting Interview Day

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Career Development Month
November 1999

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

November 1, 1999

Dear Oklahoma Counselors and Teachers:

The Guidance Division of the Oklahoma Department of Vocational and Technical Education is pleased to provide the 1999 *Career Activity File.* You are encouraged to use the ideas and activities within the file to observe Career Development Month in November and to enhance your classroom or guidance curriculum throughout the school year.

This year's theme is "School-to-Work Sustainability." The *Career Activity File* will show you how to continue or enhance what you are currently doing with School-to-Work.

I would like to specifically recognize Janet Hawkins, career information specialist, for her leadership in developing the content of this publication. Other contributors were Karen Thomas, Wilma Jean Lovejoy, Jorja Jacobs, Jimmie Archey, and Dwight Thurmond, career specialists; Carri Hoffman, career systems specialist; Melanie Eick, disability specialist; and Fern Green-Bowling, educational equity/diversity specialist. This partnership of individuals made this edition of the *Career Activity File* possible.

We sincerely hope you find the materials in the *Career Activity File* helpful in delivering career awareness, exploration, and preparation to your students. A postcard to update our mailing list is attached to the inside flap of the back cover — returning it will guarantee updates each year. If you have suggestions concerning the use of the *Career Activity File,* or suggestions for improving the *Career Activity File* for next year, please call the Oklahoma Department of Vocational and Technical Education, Guidance Division (405) 743-5123.

Sincerely,

Kelly Arrington

Kelly Arrington, Guidance Coordinator
Guidance Division

1500 West Seventh Avenue
Stillwater, OK 74074-4364
(405) 377-2000

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**Please return enclosed postcard found on inside flap of back cover to receive free Career Activity File updates each year.

# Acknowledgments

**Special thanks to:**

Springfield, Missouri, Area Chamber of Commerce and the Springfield Public Schools for sharing their "Students Go to Work" materials with the Oklahoma Alliance for Manufacturing Excellence.

Sheli Streck, Project Careers Coordinator, and English class teachers and counselors at Emerson Junior High, Enid School District, for sharing "Hosting an Interview Day."

National Employer Leadership Council for use of excerpts from "The Employer Participation Model."

Oklahoma Bar Association (OBA) for sharing "Legal Guide for Young Adults in Oklahoma." To obtain free copies of entire booklet, contact OBA at 1-800-522-8065 or 405-416-7023.

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The Career Development Month activities for all levels are from *Career Development Activities*. For more information about this resource, contact:
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This Activity File has been provided by Career Development Services, Career Information, and the Guidance Division of the Oklahoma Department of Vocational and Technical Education. If you have questions or comments concerning this material, contact:

Oklahoma Department of Vocational and Technical Education
Guidance Division
1500 West Seventh Avenue
Stillwater, OK 74074-4364

**PLEASE DUPLICATE AND SHARE THE FOLLOWING MATERIALS WITH PARENTS, TEACHERS, ADMINISTRATORS, AND OTHERS CONCERNED WITH CAREER DEVELOPMENT.**

# School-to-Work Sustainability

**What does sustainable mean?**

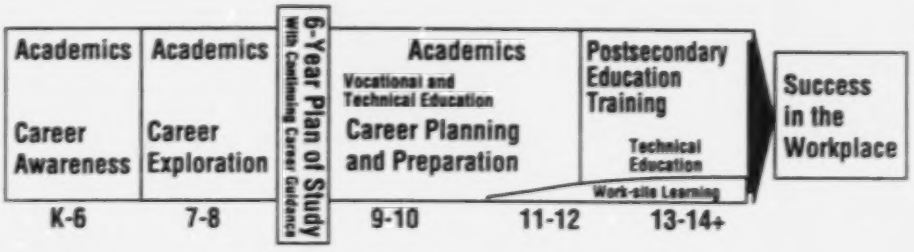
- To keep in existence; maintain.
- To supply with necessities or nourishment; provide for.
- To support from below; keep from falling or sinking.
- To support the spirits, vitality, or resolution of; encourage.
- To prove or corroborate; confirm.
- To keep up competently.

**How do we make school-to-work (STW) sustainable?**

To maintain STW and have communities that are educationally sound, economically vital, and socially just, we must ensure that our communities use and maintain practices like those listed above. A realistic and necessary goal for the future of our students and communities is that ALL stakeholders must think of STW as an attitude and not just another initiative. We must provide needed resources for our schools, individuals, and organizations to implement local initiatives, technologies, and/or systems that respect the interconnectedness of the community. We must make the day-to-day education of our children one that prepares them for today and the future by providing meaningful activities and learning environments that encourage both academic and technical education with equal fervor. Business and industry must actively participate and be engaged in the educational system. This participation creates a shared pride of ownership that keeps business and industry involved in and caring about the educational system and our students.

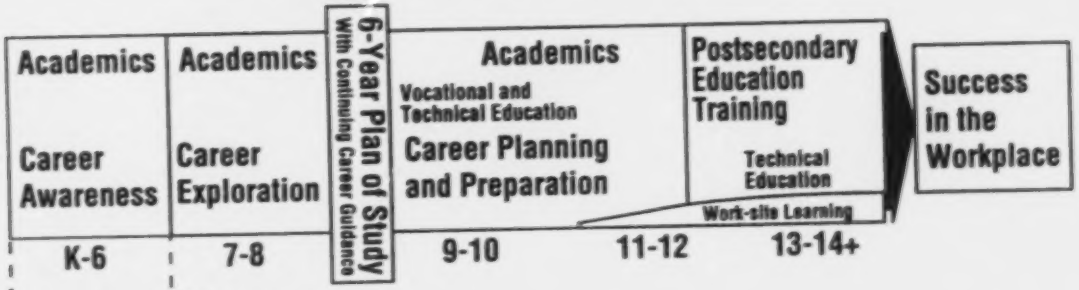
We must encourage our stakeholders to stand up against those critics who would deprive our children of opportunities that allow students to make better informed career decisions. We must ensure that our initiative is competently administered and properly accountable to the people it serves. We must collaborate with Tech Prep, High Schools That Work, Workforce Industry Councils, Local Youth Councils, One-Stop Centers, and other local, state, and federal agencies that are working towards similar community goals.

With these thoughts in mind, the following is a revised Guidance Model to help sustain School-to-Work.




Contact Dr. Dale Barnett, Oklahoma Department of Vo-Tech, (405) 743-5826, for more information.

# Guidance Model
# School-to-Work Transition




## Career Awareness

*helps students understand the role of work, one's own uniqueness, and basic knowledge about career clusters or groups of different occupations.*

### Curriculum Infusion/Integration

Career Awareness Software (S, P)
Career Fairs/Days (S, E, P)
Career Interviews (All)
Career Videos (All)
Character Development (All)
Field Trips (All)
Hands-On Activities (All)
In-Class Speakers (All)
Learning Centers (S)
Job Shadowing (All)
NCDG/Other Career Competencies (S, E)
Project-Based Learning (S, W)
Role-Play/Simulation (S)
School-Based Enterprises (S, E, P)

### Assessment of Current Career Interests

Family Histories (S, P)
Interest Inventories (S, P)
Personal Narratives (S, P)
Tell Me About [-----] Day (S, P)

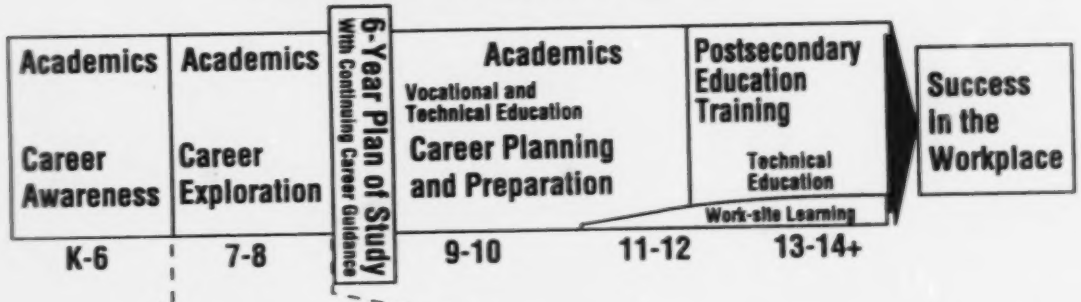
### Life Skills/Personal Development

Cooperative Learning (S)
Decision-Making Skills (S, P, W)
Identifying and Developing Personal Qualities (S, P)
- Extracurricular Activities
- Individual Learning Styles

Self-Esteem/Self-Confidence (All)
Study Work Habits (All)
Time Management (All)

Each box contains the processes and strategies that schools can use to help develop their career guidance program. The coding listed after each strategy pertains to the involvement of the partners and components of School-to-Work.
Codes: P = Parental, E = Employer, S = School-Based, W = Work-Based

# Guidance Model
# School-to-Work Transition




## Career Exploration

*helps students discover their individual interests, abilities, values, and needs by exploring jobs and how they fit into the world of work.*

### Curriculum Infusion/Integration

Academic Competitive Events (S, P)
Career Classes (All)
Career Fairs/Days (S, E, P)
Career Interviews (All)
Career Poetry/Poster Contests (S, P, E)
Career Videos (All)
Cooperative Learning (S)
Field Trips (All)
Hands-On Activities (All)
In-Class Speakers (All)
Learning Centers (S)
NCDG/Other Career Competencies (S, E)
Project-Based Learning and Presentations (S, W)
Role-Playing/Simulations (S)
School-Based Enterprises (P, E, S)
Service Learning (All)
Technology Education (S)
Vocational Student Organization Activities (All)

### Career Counseling/Information

Career Folder Portfolios (All)
Career Information/Guidance Software (S,P)
Financial Aid Awareness (S, P)
Introduction to:
- Career Academics (All)
- Career Pathways (All)
- Job Search Skills (All)
- Plans of Study (S, P)
- Tech Prep (All)

### Assessment

Achievement (S)
Interests Inventory (S, P)

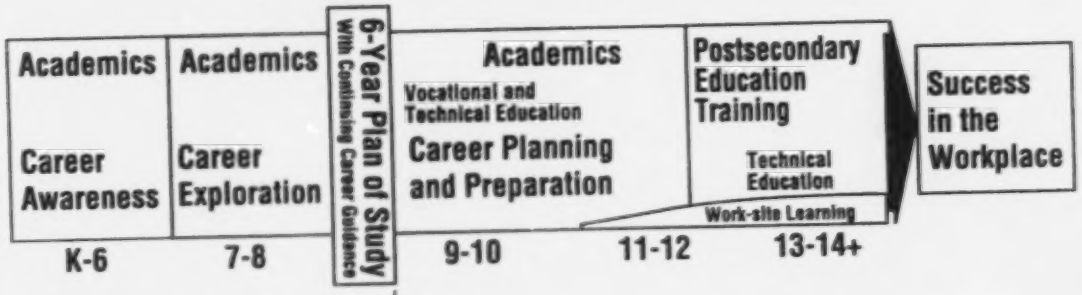
### Life Skills/Personal Development

Decision-Making Skills (P, S, W)
Employability Skills (All)
Study Habits (All)
Time Management (All)

### Work-Based Learning

Job Shadowing (All)
Mentoring (All)
Work-Site Learning (All)

# Guidance Model
# School-to-Work Transition




**Plan of Study**

*is a planned, coherent sequence of courses, 4 to 6 years in duration, leading to or supporting a career pathway.*

**Career Academic Planning**

Advanced Placement Courses (S)
Assessment information from career awareness and exploration, academic achievement, physical profile (strength, medical conditions); student's interests, goals, career values, abilities, aptitudes (S)
Career Clusters (S, E, W)
Career Folder/Portfolio (All)
Career Information/Guidance Software (S, P)
Career Pathways (All)
CLEP (S)
Concurrent Enrollment (S)
Cooperative Agreements (S)

**Financial Aid Planning for Postsecondary Education/Training**

Federal Government Grants and Loans (P, S)
OHLAP [Oklahoma Higher Learning Access Program] (P, S)
Scholarships (All)

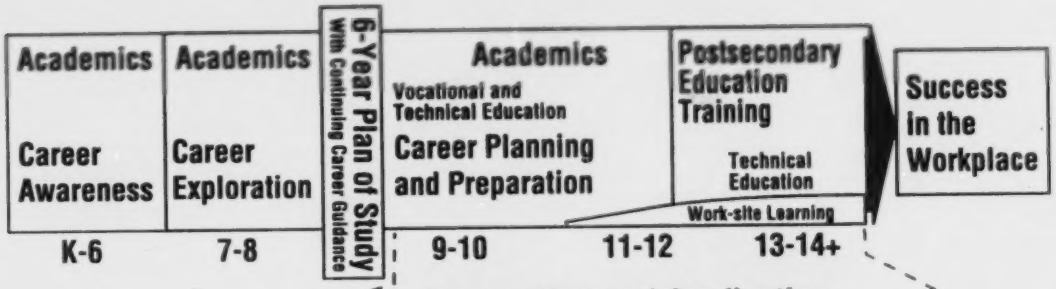
**Teachers As Advisors (P, S)**

**Parental Involvement (P, S)**

**Work-Based Learning**

Apprenticeships (S, E)
Internships (E)
Job Shadowing (All)
Mentoring (All)

# Guidance Model
# School-to-Work Transition




**Preparation and Application**

*help students acquire specific preparation, including the development of occupationally specific skills, the application of academic theory in real situations, and the mastery of the workplace basics. Preparation for the transition to additional education, or the workplace, or both, is essential in this stage.*

### Assessments

Ability (S)
Achievement (S)
Aptitude (S)
Career Interests (S, P)
Career Values (S, W, P)

### Career Information

Career Counseling (S, P)
Career Days/Fairs (S, E, P)
Career Information/Guidance Software (S, P)
Career Interviews (All)
Career Videos (All)
Cooperative Agreements (S)
Postsecondary Entrance (S, P)

### Curriculum Infusion/Integration

Annual Updating Plans of Study (P, S)
Applied Curriculum (S, W, E)
Career Academies (All)
Career Pathways (All)
Career-Oriented Curriculum (E, W, S)
Hands-On Activities (All)
In-Class Speakers (All)
NCDG/Other Career Competencies (S, E)
Tech Prep (All)

### Financial Aid

Financial Aid Services (P, S)
OHLAP [Oklahoma Higher Learning Access Program] (P, S)
State/National Scholarship Information (All)

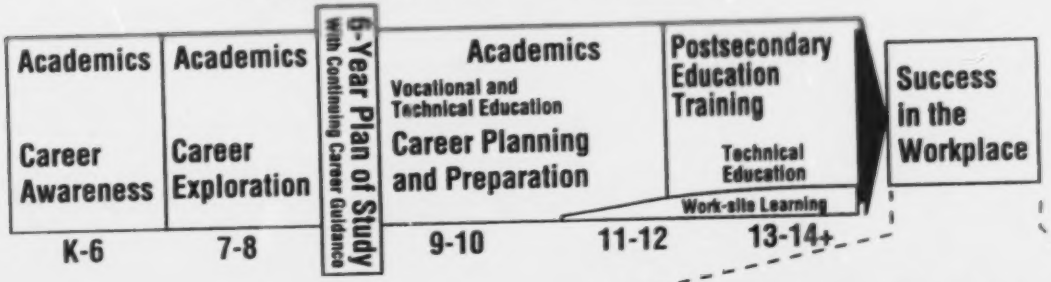
### Job Readiness

Career Decision-Making Skills (P, S, W)
Employability Skills (All)
Job Search Skills (All)
Portfolio/Passport (All)
Resume Development (All)

### Work-Based Learning

Academic Competitive Events (S, P)
Apprenticeships (S, E)
Internships (E)
Job Placement (S, E)
Job Shadowing (All)
Mentor - School /Work (All)
Service Learning (All)
Vocational Student Organization Activities (All)
Workforce Development Credentialing (S, E, W)
Work-Site Learning (All)

# Guidance Model
# School-to-Work Transition




**Success in the Workplace**
*is the maintenance of employability by demonstrating competence in problem solving, personal management, interpersonal skills, communication, teamwork, and transference of technical knowledge. Success also requires the continued acquisition of high-demand workplace skills, innovation, and flexibility.*

### Individual Assessment

Academic Ability (S)
Aptitudes (S)
Career Interests (P, S)
Career Values (P, S, W)
Decision-Making Skills (P, S, W)
Support Services Required (P, S)
- Child Care
- Financial/Tuition Aid
- Identify Other Support
- Transportation

Transferable Skills (All)
Work History (All)

### Career Awareness/Exploration

Career Clusters (S, E, W)
- Occupations

Industry (E, W)
Location (E, W)
Support Services Required/Available (All)
Support Services/Programs for Which Qualified (All)
Training/Upgrade Skills Required (E, W)
Use of Career Information Delivery System [CIDS] (S, P)

### Career Decision Making

Compatible with Career Values and Interests (P, S, W)
Conducive to Family Roles (P)
Employment Outlook (E)
Examination of Nontraditional Occupations (All)
High Wages (S, E)
Maximization of Transferable Skills (All)

### Career Action Plan

Determine Long- and Short-Range Steps to Achieve Goals (S, P)
Develop Student Service Strategy or Other Strategies to Achieve Goals (All)
Identify Career Goals (S, P)
Identify Who Is or Needs to Be Involved (S, P)
- Agencies
- Family
- Training/Educational Institutes

Set Dates for Achieving Each Step (S, P)
Utilize Job Placement Services (All)

# School-to-Work Glossary of Terms

**Ability Assessment** — Measurement of capability of performing certain tasks through a combination of natural aptitudes and learned skills.

**Academic Competitive Events** — Events and activities that measure academic preparation in courses representing state graduation or college entrance requirements.

**Achievement Assessment** — Measurement of accomplishment in specific subjects, especially the results of previous instruction.

**Advanced Placement Courses** — Courses which allow students to take college-level coursework in high school and receive credit at Oklahoma colleges and universities.

**Applied Academics/Curriculum** — Courses that focus on subject matter concepts as they are applied to real world problem solving.

**Apprenticeship** — Programs that meet specific federally approved standards designed to safeguard the welfare of apprentices and which are registered with Bureau of Apprenticeship and Training, U.S. Department of Labor. It is a relationship between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

**Aptitude Assessment** — Measurement of ability to learn and hence to predict future success in some training programs or occupations.

**Assessment** — Skill Assessment is the process of measuring performance against a set of standards (through examination, practical test, performance observation, and/or the completion of portfolios of work and assignments). Career Assessment is the process of measuring vocational aptitude, career interest, and academic and vocational achievement. It may also include such factors as work history, physical capacity, work values, and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples.

**Career Academies** — Career-focused high schools that prepare high school students in specialized areas. The focus is on the integration of academic and technical content to build effective and systemic links between institutions of education and training and the world of work.

**Career Clusters** — Groupings of occupations that share similar characteristics.

**Career Counseling** — Communication that takes place between counseling professionals and their clients concerning issues of preference, competency, achievement, self-esteem, and the array of factors that facilitate or inhibit personal planning.

**Career Day** — A day/time set aside for workers to share knowledge about their occupations with students. This may be accomplished in the classroom through presentations, a question/answer period, and/or hands-on activities.

**Career Fair** — A day/time set aside for participants/students to learn about occupations through displays and/or hands-on activities. This may or may not be accompanied by a presenter.

**Career Interests** — Feelings one has toward any given attribute, characteristic, or parameter of an occupation. There are three aspects important to determining career interests:

- *Actual Interest:* expressed, demonstrated, or identified through an interest survey or inventory.
- *Attitude:* direction and strength of feeling an individual has toward particular characteristics of an occupation.
- *Motivation:* a person's tendency to take action to acquire or perform a particular kind of work.

**Career Pathway** — A coherent course of study within a career cluster that prepares an individual with the academic and career-specific skills needed for entry into the career cluster and for admission into postsecondary education. A career pathway integrates academic and technical learning, school-based and work-based learning, and establishes linkages between secondary and postsecondary institutions. Pathways can lead to a skill certificate, two-year associate degree, four-year degree, military, apprenticeship, etc.

**Character Development** — To realize one's unique potential, qualities, and features that distinguish one from others while understanding, caring about, and

## School-to-Work Glossary of Terms *(cont.)*

acting upon the principles of respect, responsibility, trustworthiness, fairness, diligence, self-control, caring, and courage.

**Concurrent Enrollment** — A program that allows outstanding high school students (juniors and seniors) to take credit-earning college courses.

**Cooperative Agreements** — Institutions with associate degree programs grant college credit for technical training received at a local technology center.

**Cooperative Learning** — Instructional methods in which students work together on academic tasks toward a common purpose.

**Decision-Making Skills** — Identifying appropriate choices to help the individual reach his/her goals.

**Employability Skills** — Skills and ability level needed to perform a given job satisfactorily. It includes not only reading, writing, arithmetic and mathematics, speaking, and listening but also learning to learn, problem solving, creative thinking, goal setting, interpersonal skills, teamwork, etc.

**EPAS** — Educational Planning and Assessment System is an integrated series of assessments and reporting services that supports educators as they help students set and reach goals for life after high school.

**Financial Aid** — Money which helps a student meet the costs of postsecondary education. This money comes from the federal and state government, banks, private donors, and the schools themselves.

**Financial Aid Awareness** — Information given to students to educate them about scholarship and grant availability, as well as job activities that may lead to education financial assistance.

**Hands-On Activities** — Learning activities that encourage students to model or participate in real-world problem solving. Different learning styles may be accommodated through the use of manipulatives and modeling activities.

**Infusion** — Identifying career concepts to be taught and folding them into academic curriculum.

**Integration** — Instructors blend their content and best instructional practices with another discipline or subject area. The resulting curriculum provides a meaningful learning context; reduces redundancy in the learning experience; and enhances student interest and learning engagement.

**Interest Inventory** — Carefully constructed questionnaires that enable an individual to identify preferred activities which are then correlated to career clusters.

**Internship** — Secondary or postsecondary work-based learning in which a three-way partnership is established between the school, and employer or business, and the student for the purpose of providing practical education to the student through productive work opportunities. Experiences take place in a workplace setting and offer teachers and students the opportunity to see a relationship between school courses and career choices.

**Job Search Skill** — Skills an individual uses to identify employment avenues and job sources.

**Job Shadowing** — A career exploration process in which a student follows a job worker on the job for a designated period of time to learn about the worker's career.

**Job Placement** — Assisting an individual secure employment in a position aligned with that person's occupational skills acquired through education and training.

**Learning Centers** — An area set aside for small groups of students to work with math manipulatives, science projects, hands-on activities, or other curriculum/theme study.

**Life Skills** — To provide individuals with the knowledge, skills, motivation, sensitivity to others, and desire to achieve in order to meet physical, social, cognitive, professional, family, and personal needs. Core life skills include self-concept, self-esteem, self-confidence, dealing with emotions, dealing with conflict, dealing with stress, setting priorities, setting goals, making decisions, solving problems, planning, managing time, dealing with criticism, productive thinking, identifying interests, identifying work styles, why we work, educational opportunities, resources for achievement, dealing with failure, effective listening, effective speaking, assertiveness, relating to people, systems thinking, information-seeking skills, giving directions, and following directions.

## School-to-Work Glossary of Terms *(cont.)*

**Mentor** — Matching a professional with a student who has similar career interests. The mentor advises and provides a role model for the student. Visits to the mentor's work site provide insight into the student's career choice.

**National Career Development Guidelines (NCDG)** — A competency-based approach to career development designed to help plan quality career guidance and counseling. These guidelines are a result of the collaborative effort by the National Occupational Information Coordinating Committee (NOICC), nationally recognized experts in career guidance, and leading career counseling and development professional organizations.

**Oklahoma Higher Learning Access Program (OHLAP)** — Awards scholarships to students with financial need who have demonstrated a commitment to academic success in high school. Students who plan to participate in this scholarship program must enroll in the program in the 9th or 10th grade.

**Passport** — A state-issued, school-validated document demonstrating that a student has met state and/or national competency standards in at least one occupation.

**Personal Qualities** — Individual responsibility, self-esteem, sociability, self-management, and integrity.

**Portfolio** — A lifelong, student-managed collection of accomplishments and progress toward career goals.

**Postsecondary Entrance** — Students are knowledgeable of all requirements for entering postsecondary institutions (technology centers, two- and four-year institutions).

**Project-Based Learning** — Curriculum and learning activities involve knowledge from more than one subject area. Curriculum is driven by a particular project outcome that spans a student's ability to use several subject area competencies.

**Scholarships** — Money awarded to those who apply for and meet scholarship eligibility requirements. This money does not have to be paid back.

**School-Based Enterprises** — Businesses set up and run by students teaching themselves how to learn and apply real-world skills.

**Service Learning** — Process that integrates community service into school curriculum. Students learn to use their academic and technical skills to help the school, community, and/or state.

**Teachers-as-Advisors** — Program that provides educational and career planning with parental involvement for all students by matching students with a teacher advisor for a certain period of time.

**Tech Prep** — A technical education program, linking the last two years of high school with the first two years of postsecondary education and offering a coherent program of study integrating academic and vocational education. Tech Prep programs typically lead to an associate degree but can lead to a bachelor's degree.

**Technology Education** — An instructional program that provides young men and women (grades 6-10) with daily, hands-on experiences that enable them to (1) focus on becoming technologically literate, (2) explore career opportunities, and (3) identify the educational avenues to pursue their interests.

**Transferable Skills** — Skills such as organization, public speaking, interpersonal skills, highly technical skills, etc., that can be used in different occupations.

**Vocational Student Organization Activities** — These activities are an integral part of the student's learning climate, along with classroom experiences and laboratory instruction. Serves as a vehicle to allow the students to gain valuable practice at applying leadership, interpersonal, and work-related skills learned in the classroom.

**Work-Based Learning** — Consists of five mandatory activities: work experiences; a coherent sequence of job training and work experiences that are coordinated with the activities in the school-based learning component; workplace mentoring; instruction in general workplace competencies such as positive work attitudes, employability skills, and participative skills; and broad instruction in all aspects of an industry. The work-based component may include paid work experience, job shadowing, school-sponsored enterprises, and on-the-job training for academic credit.

**Work-Site Learning** — Activities that encompass all of the components of work-based learning, except that the educational process has to occur on site in business and industry.

**Workforce Development Credentialing** — Meeting a set of professional standards that exemplify ethical, responsible, and competent practice in preparing individuals for the workforce.

# The Employer Participation Model

**Connecting Learning and Earning**

The member companies of the National Employer Leadership Council (NELC) have experienced the frustration and the concerns faced by employers trying to find both efficient and effective avenues for responding to complex workforce and education issues. NELC members — small, medium, and large companies — find their investments have had these rewards:

1. Increases the pool of qualified applicants who can meet current and future workforce demands.
2. Reduces the cost of employee recruitment, selection, and training.
3. Strengthens the links between work and learning as well as labor market supply and demand.
4. Promotes collaboration between employers and educators to support workforce development.
5. Enhances employee morale, supports employees as parents, and improves employer/employee relationships.
6. Enhances company's reputation by positioning company on the important issues of education reform.
7. Improves community relations through participation in local partnerships.

NELC has developed an Employer Participation Model to help employers of all sizes customize their participation in School-to-Work activities. Using this model as a foundation, companies can evaluate resources and target them to areas of opportunity.

# Employers Working Directly With Students

Employers can offer students a variety of opportunities to help them understand the kinds of work that today's workforce does every day and the link between "Learning and Earning." This chart describes activities in the schools in which your company could participate.

| Purpose | Employer Activity (Grade Level) | Length of Activity | Employee to Student* |
|---|---|---|---|
| **Career Awareness** | **Career Talks:** Employers and employees visit students in the classroom and explain the work in their industry or company. (K-16) | 1 - 2 hours | 1 : 25 to 30 |
| | **Career Days/Career Fairs:** Special events are typically held to allow students to meet with postsecondary educators, employers and employees, or human resource professionals to learn about education and work opportunities. Career day activities are designed to help students think about their interests and abilities in relation to potential careers. (K-16) | 2 hours - half day | varies with type of setting |
| | **Workplace and Industry Tours:** Students visit the work site, talk with employees, and observe the workplace activities. (K-16) | 1 - 2 hours | 1 : 10 to 25 |
| **Career Exploration** | **Job Shadowing:** A student follows an employee at a company location to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school. (6-16) | varies, one or more days | 1 : 1 to 5 |
| | **Job Rotations:** At a work site, students transfer among a number of positions and tasks that require different skills and responsibilities in order to understand the steps that go into creating a product and/or service; how their own effort affects the quality and efficiency of production and customer service; and how each part of the organization contributes to productivity. (9-16) | varies by program | 1 : 1 to 8 |

| Purpose | Employer Activity (Grade Level) | Length of Activity | Employee to Student* |
|---|---|---|---|
| Career Preparation | **Internships:** Students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (10-16) | minimum of one semester 5-10 hours a week or a summer session full time for 4-6 weeks | 1 : 1 to 8 |
| | **Mentoring:** Employee(s) who possess the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with teachers or youth organizations and the employer of the student. (9-16) | minimum of 10 months, 3-4 hours a month | 1 : 1 to 2 |
| | | | *Approximate ratios. |

# Employers Working Directly With Teachers

Secondary and postsecondary faculty want to spend more time with business partners to increase their understanding of the culture and expectations of the workplace. This chart identifies partnership activities and points of contact for start-up. Often, the resources are already available through industry and business organizations or from other business partnerships in other communities and states.

| Teacher Activities | Employer Role |
|---|---|
| **Project-Based Learning** | Serve as mentors and collaborate with students on projects aimed at providing solutions to real problems and developing new programs within the company. |
| **School-Based Enterprise/ Entrepreneurial Projects** | Provide expertise as consultants to student-operated businesses. Serve as a guide to a group of students as they assess, design, and implement a start-up business. |
| **Internship/Externship** | Provide opportunities for educators to explore an industry or company to develop their knowledge of workplace skill requirements. |

# Employers Strengthening Company Practice

Business culture has changed with the introduction of continuous improvement practices, strong "customer service" orientation, new technologies, and increasing webs of vendor relationships. In order to develop a qualified and committed workforce, some business practices need to change to support the new relationship with education providers. This chart captures three areas where your company, together with your industry association(s), can focus attention.

| Company Practice | Company Action | Who |
|---|---|---|
| **Enhance Employment Practices** | • Implement hiring practices that will require applicant to demonstrate academic achievement and workplace experience through school-based records (e.g., provision of transcripts, portfolios, certificates of mastery, industry skill standards certificates) | CEO and Senior Management |
| | • Re-engineer employment practices to use educational institutions as preferred suppliers. | Human Resources |
| | • When screening and recruiting for employees, consider the work-based learning experiences as work experience requirement for employment. | Human Resources |
| | • Advocate strong policy to align and integrate training and educational systems. | Government Relations/ Industry Association |
| | • Participate in local STW/career preparation programs. | Line Managers and Employees |
| | • Use local education and training institutions and organizations as supplier for current workforce. | CEOs and Senior Management |
| | • Identify the cost of hiring, training, and turnover for new entry-level. | Human Resources |
| **Encourage Employee Development** | • Partner with institutions in the supplier chain, (e.g., high schools, community colleges, adult schools, and universities) to develop both industry and company-specific classroom and workplace learning services. | Line Managers |
| | • Engage labor unions in work-based learning opportunities in companies with collective bargaining agreements. | Labor Relations Managers |
| | • Prepare employees to supervise students in defined work-based learning opportunities. | Human Resources |
| | • Incorporate skill standards as a framework for internal education, training, career development, and performance review for current workforce. | Human Resources/ Government Relations |
| | • Profile champions in the company that support education priorities through your company newsletter. | Communications |

| Company Practice | Company Action | Who |
|---|---|---|
| **Extend Corporate Leadership** | • Conduct high visibility review of existing involvement in education reform, prioritization of activities, commitment of resources, and CEO/ Senior Management attention | CEO and Senior Management |
| | • Encourage employees to become involved in education activities as parents, community volunteers, and school board members — and recognize their efforts. | CEO and Senior Management/Community and Volunteer Programs |
| | • Adopt policies to support parental involvement in their children's education and in local school improvement initiatives. | CEO and Senior Management/Human Resources |
| | • Align corporate resources including government relations, corporate philanthropy, volunteerism, and personnel policy with corporate education priorities. | CEO and Senior Management |
| | • Align company involvement in industry and business associations that strengthen the connection between earning and learning. | Government Relations/ Industry Associations |
| | • Write CEO editorials in industry and business magazines that address the need for workforce and career preparation that will support our economic success. | Communications/ Industry Associations |
| | • Focus volunteer efforts on education partnerships and STW/career preparation initiatives in your community. | Community and Volunteer Programs |
| | | http://www.nelc.org |

# Oklahoma Labor Market Information

Oklahoma's 20 fastest-growing occupations by percent of growth from now until the year 2006.

| Occupation | Growth (Percent) |
|---|---|
| Computer Engineers | 112 |
| Home Health Aides | 85 |
| Physical Correction Therapy Assistants | 83 |
| Systems Analysts | 78 |
| Medical Assistants | 77 |
| Physical Therapists | 72 |
| Occupational Therapy Assistants | 71 |
| Paralegals | 68 |
| Data Processing Equipment Repairers | 68 |
| Special Education Teachers | 66 |
| Occupational Therapists | 65 |
| Radiologic Technicians | 59 |
| Cosmetologists/Manicurists | 52 |
| Speech Pathologists/Audiologists | 52 |
| Human Services Workers | 51 |
| Dental Hygienists | 50 |
| Demos, Promoters, Models | 50 |
| Stock Clerks; Stockroom/Warehouse | 49 |
| Medical Records Technicians | 49 |
| Bill and Account Collectors | 49 |

Oklahoma's 20 fastest-growing occupations by number of annual job openings from now until the year 2006.

| Occupation | Projected Number of Job Openings |
|---|---|
| Retail Salespersons | 2,250 |
| Cashiers | 2,000 |
| Waiters and Waitresses | 1,650 |
| General Manager and Top Executives | 1,610 |
| Secondary School Teachers | 1,080 |
| General Office Clerks | 1,070 |
| Janitors and Cleaners, Including Maids | 970 |
| Nursing Aides and Orderlies | 930 |
| Helpers and Laborers | 890 |
| Food Preparation Workers | 810 |
| Elementary School Teachers | 720 |
| Combination Food Preparation/ Service Workers | 720 |
| Registered Nurses | 690 |
| Stock Clerks: Stockroom/Warehouse | 640 |
| Clerical Supervisors | 640 |
| Maintenance Repairers, General Utilities | 640 |
| Marketing/Sales Supervisors | 630 |
| Secretaries, Excluding Legal or Medical | 620 |
| Reception/Information Clerks | 540 |
| Licensed Practical Nurses | 530 |

## Oklahoma Labor Market Information (cont.)

Oklahoma's 20 fastest-growing occupations requiring *at least a bachelor's degree* from now until the year 2006.

| Occupation | Percent of Projected Increase |
|---|---|
| Computer Engineers | 112 |
| Systems Analysts | 78 |
| Physical Therapists | 72 |
| Special Education Teachers | 66 |
| Occupational Therapists | 65 |
| Physican Assistants | 47 |
| Directors, Religious Activities/Educational | 45 |
| Elementary School Teachers | 31 |
| Interior Designers | 31 |
| Secondary School Teachers | 28 |
| Recreation Workers | 28 |
| Loan Officers and Counselors | 27 |
| Claims Examiners, Insurance | 27 |
| Technical Writers | 27 |
| Securities/Financial, Sales | 24 |
| Preschool Teachers | 24 |
| Landscape Architects | 23 |
| Employment Interviewers | 22 |
| Public Relations Specialists | 20 |
| Recreational Therapists | 19 |

Oklahoma's 20 fastest-growing occupations requiring *postsecondary training* from now until the year 2006.

| Occupation | Percent of Projected Increase |
|---|---|
| Data Processing Equipment Repairers | 67 |
| Emergency Medical Technicians | 37 |
| Cosmetologists/Manicurists | 36 |
| Surgical Technologists | 33 |
| Dancers and Choreographers | 28 |
| Travel Agents | 25 |
| Licensed Practical Nurses | 23 |
| Communications Equipment Mechanics | 16 |
| Broadcast Technicians | 12 |
| Stenographers | 12 |
| Data Entry Keyers | 12 |
| Welders and Cutters | 11 |
| Legal Secretaries | 11 |
| Radiation Therapists | 8 |
| Aircraft Engine Specialists | 8 |
| Automotive Mechanics | 8 |
| Office Machine Repairers | 7 |
| Survey and Mapping Scientists | 7 |
| Drafters | 5 |
| Jeweler and Watch Repairers | 2 |

## Oklahoma Labor Market Information (cont.)

Oklahoma's 20 fastest-growing occupations requiring *no more than a high school diploma* from now until the year 2006.

| Occupation | Percent of Projected Increase |
|---|---|
| Home Health Aides | 85 |
| Stock Clerks: Stockroom/ Warehouse | 49 |
| Bill and Account Collectors | 49 |
| Adjustment Clerks | 47 |
| Correspondence Clerks | 40 |
| Teacher Aides/Education Assistants | 37 |
| Customer Service Representatives | 35 |
| Meat, Poultry, Fish Cutters | 35 |
| Ambulance Drivers/ Attendants | 31 |
| Nursing Aides and Orderlies | 30 |
| Technical Assistants, Library | 29 |
| Hotel Desk Clerks | 27 |
| Food Servers | 27 |
| Laborers, Landscape/ Groundskeepers | 26 |
| Child Care Workers | 26 |
| Counter and Rental Clerks | 26 |
| Guards | 26 |
| Cooks | 25 |
| Parking Lot Attendants | 24 |
| Bus Drivers, School | 22 |

# Career *Poster* Contest
## CAREERS FOR THE MILLENNIUM

**Sponsored by the**
**Oklahoma and National Career Development Associations (OCDA/NCDA)**

***Eligibility:*** There are five divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (postsecondary).

***Theme:*** The poster should reflect the 1999 theme: "Careers for the Millennium." Occupational activity, basic skills used at the workplace, life skills necessary for workplace success, career skills, and career preparation are possible subthemes.

***Judging Criteria:*** Judging will be based on originality/creativity and development of the theme. Attention will be focused on basic art principles and appropriate use of media and lettering. Only first-, second-, and third-place school winners should be sent for judging in the state contest.

***Lettering:*** Simple, bold lettering is preferred. Captions may be used to convey the messages, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

***Size:*** Minimum size is 22 by 22 inches. Maximum size is 22 by 28 inches.

***Display:*** Posters are to be displayed in the student's school during National Career Development Month (November 1999). Winning posters must be sent to the OCDA coordinator by December 6, 1999. Winning posters will be displayed at Promenade Mall, 41st and Yale, Tulsa, December 10-12.

***Entry Form:*** Place the completed entry form below on a 3- by 5-inch card and attach to the back of each entry.

Name _____ Grade _____

Address _____

School Name _____

School Address _____

School Contact Person _____

School Phone _____ County/District _____

***Additional Information:*** Sharolyn Sorrels, 918-746-6503 or e-mail ***sorresh@tulsaschools.org.***

***Send winning school posters to:*** Sharolyn Sorrels, OCDA Career Poster Contest, Tulsa Public Schools, 3027 South New Haven, Room 412N, Tulsa, OK 74114.

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# Career *Poetry* Contest

## CAREERS FOR THE MILLENNIUM

**Sponsored by the**
**Oklahoma and National Career Development Associations (OCDA/NCDA)**

***Eligibility:*** There are five divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), and Adult (postsecondary).

***Theme:*** The poem should reflect the 1999 theme: "Careers for the Millennium." Occupational activity, basic skills used at the workplace, life skills necessary for workplace success, career skills, and career preparation are possible subthemes.

***Judging Criteria:*** Judging will be based on originality/creativity and development of the theme. Attention will be focused on basic grammar and spelling. Only first-, second-, and third-place school winners should be sent for judging in the state contest.

***Lettering:*** Entry may be word-processed, typed, or handwritten on cream or white paper. It should be clear and easy to read. Poetry should be mounted on a poster, construction paper, or other paper material. It should not be framed.

***Size:*** Minimum size is 8 by 11 inches. Maximum size is 22 by 28 inches.

***Display:*** Poems are to be displayed in the student's school during National Career Development Month (November 1999). Winning poems must be sent to the OCDA coordinator by December 6, 1999. Winning poems will be displayed at Promenade Mall, 41st and Yale, Tulsa, December 10-12.

***Entry Form:*** Place the completed entry form below on a 3- by 5-inch card and attach to the back of each entry.

Name _____ Grade _____

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***Additional Information:*** Sharolyn Sorrels, 918-746-6503 or e-mail ***sorresh@tulsaschools.org.***

***Send winning school poems to:*** Sharolyn Sorrels, OCDA Career Poetry Contest, Tulsa Public Schools, 3027 South New Haven, Room 412N, Tulsa, OK 74114.



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# All Means All Checklist

## Meeting the Needs of ALL Learners

How well is your partnership meeting the needs of ALL learners? All learners, according to the School-to-Work Opportunities Act of 1994, are the male and female learners from the following:

- Regular education learners
- Disadvantaged learners
- Learners with diverse racial, ethnic, or cultural backgrounds
- Learners with disabilities
- Learners with limited English proficiency
- Migrant children
- School dropouts
- Academically talented learners

Your community can use this checklist as a guideline for accountability and evaluation in implementing school-to-work opportunities that truly serve ALL learners.

### How to Use This Checklist

- Check off those items you feel you are doing well and then have a dialogue with your partners about the items not checked to develop a plan to improve your efforts.
- Rate each item on a scale of 1-5 (1 = not doing at all to 5 = doing very well), and then review those items rated a 3 or lower to develop a plan to improve your efforts to include all learners.

## School-Based Criteria

**Our school-based, school-to-work opportunities build self-confident learners by:**

- Encouraging learners, through training, to set goals and career plans for themselves and to understand their learning style, interests, abilities, and disabilities as well as encourage them to share this information with others.
- Building capacity in learners to mentor other learners and helping them to learn self-advocacy skills.

**Our school-based, school-to-work opportunities individualize instruction and support by:**

- Providing flexibility and adaptability, and emphasizing access based on interest — not on prerequisites or categorical labels.
- Offering a variety of learning situations (e.g., size, teaching and learning style, location, individualized, working as a team, interpersonal skills).
- Supporting individual learners (K-12) in exploring a variety of careers and training.
- Ensuring that instructional strategies are adaptable to the needs of a variety of learners.

## All Means All Checklist (cont.)

**Our school-based, school-to-work opportunities develop relevant school-to-work curricula by:**

- Involving a variety of employers, learners, families, communities, and workers in the design and evaluation of curricula.
- Guaranteeing that each course is relevant to preparation for adult life. Every teacher can explain the relevance of the material to learners.
- Coordinating curricula across all subject areas within a school-to-work system.
- Integrating school-to-work processes with graduation standards and industry standards.
- Providing instruction by traditional and nontraditional sources for all partners.
- Using state-of-the-art technology.
- Demonstrating continual improvement.

### Work-Based Criteria

**Our work-based, school-to-work opportunities individualize career development by:**

- Ensuring that learners know about themselves and can share this information/helpful accommodations/ support with employers.
- Including a jointly developed, individualized plan (learner, family, school, employer) with measurable learner outcomes for each work-based learning opportunity.
- Providing work-based learning opportunities based on individual learner interests and career goals.
- Including follow-up, follow-along evaluations involving employers, learners, and others.
- Integrating and linking work-based learning activities with past, present, and future learning (e.g., academic, vocational, career guidance).

**Our work-based, school-to-work opportunities include business/ industry-based training by:**

- Offering a variety of career awareness and career exploration opportunities at community workplaces.
- Providing learners with information about and experiences in all aspects of an industry, including career paths/ clusters, business structures, and industry-specific occupations.
- Ensuring workplace compliance with federally mandated protections (e.g., child labor laws, Americans With Disabilities Act).

**Our work-based, school-to-work opportunities lead to employment and/or career-related postsecondary education by:**

- Resulting in paid employment or post-secondary education/other training related to career choice upon graduation.
- Including adequate supports for success during school and after graduation (e.g., community/school supports, child care, home living, cultural sensitivity).
- Identifying support for learners within the workplace and expectations of the support role.

## All Means All Checklist (cont.)

### Connecting Activities Criteria

**Our connecting school-to-work opportunities develop collaborative partnerships by:**

- Including commitment and buy-in of key stakeholders.
- Including learners at every level of planning and implementation — individual, local, and state — through the entire cycle of school-to-work activities.
- Providing opportunities for educator, business, employer, and labor exchanges.
- Supporting and guiding all partners in their involvement in school-to-work opportunities.

**Our connecting school-to-work opportunities build connections between school, work, and the community by:**

- Providing opportunities often, starting in elementary school, for learners to have exposure to and an integrated experience between schools and careers.
- Increasing coordination between secondary and postsecondary settings.
- Increasing coordination between traditional and nontraditional educational organizations and community services.
- Removing bureaucratic barriers to participation in school-to-work activities.

**Our connecting school-to-work opportunities support learners in meeting individual career goals by:**

- Offering learners and families the support and guidance they need to benefit from all school-to-work opportunities and options.
- Providing opportunities for learners to learn about, be involved in, and be informed by student leadership organizations.
- Ensuring that learners and their families possess the information required to be equal partners and take responsibility in making informed choices about their work-based and postsecondary options.
- Promoting greater understanding of the relationship of individual capabilities to the workplace.

Questions regarding the All Means All School-to-Work Project can be directed to Pam Stenhjem, Project Coordinator for the Institute on Community Integration at the University of Minnesota. Visit the institute's Web site at http://www.ici.coled.umn.edu/all or call (612) 625-3863.

# Third Graders Go to Work: A Curriculum Guide

This guide was developed for both teachers and business leaders to use as they participate in **Third Graders Go to Work.** It provides a framework for individual business/education partnerships to design and conduct a successful experience. It is important to remember that each partnership is an individual one and this guide should be used in a way that adapts to such needs, yet supports a consistent experience for all who participate.

**Business Tour Activities and Classroom Visit**

- A bank had students complete a loan application and identify "what" they wanted to buy with their loan. One student wanted to purchase a Corvette. The bank officer looked up the loan value, determined how much the bank would loan, and computed how much the payments would be. The students then discussed which jobs at the bank would probably pay enough to afford this car. The students also discussed the educational requirements for those positions. Each student had a name badge (Ms. Brown, Mr. Doe, etc.) and a file folder. The bank had work stations with "hands-on" tasks for the students to complete. A treat of suckers was found in a safe deposit box in the vault.

- A chair manufacturing company (Westco) had the students develop a marketing campaign on why they should buy the company's chairs. The manager used a pie chart to explain how each $100 in sales is used — building expense, utilities, payroll. The students were surprised at how little was left for profit.

- The business person made copies of the application with the business logo and listed all the job titles and descriptions for the visit to the school. Using a flow chart, students could see how the jobs were organized. Students visited the plastic blow molder company that manufactures plastic gas cans and some specialty items. The students placed a label with their names on a gas can during the first process and watched it move through the factory. Students "clocked in" and kept a time card. At the end of the day, they were paid by check and were surprised that so much was taken out for taxes and insurance. With the remaining pay, the company sold them (gave them) a T-Shirt — "3rd Graders Go to Blitz." During lunch, employees were invited to sit among the students and talk about their jobs. While on the tour to the sales office, students responded to a "staged" mad customer.

**Products to assist with this project:**

*Career Development Activities*
*Exploring Career Clusters: K-3*
*Why in the World Posters*

Contact ODVTE customer service at 1-800-654-4502.

## Third Graders Go to Work: A Curriculum Guide (cont.)

### Guidelines for Business Leaders

This guide includes suggestions to assist a business in planning a successful trip for students. Each business and teacher partnership should feel free to expand or create other student experiences.

- **Be familiar with and use economic terms** for third-grade students. (See Basic Economic Terms.)
- **Schedule a pre-tour for the teacher,** pointing out important aspects of the tour (safety precautions, lunchroom, meeting rooms, restrooms, etc.).
- **Agree on an appropriate time** for your classroom visit before the tour. Visit the class and be ready to explain and illustrate examples of job choices for students. Plan on a 30-minute presentation. (See Third Lesson, page 29.)
- **Plan with the teacher** an appropriate length of time to tour (approximately three hours).
- **The children appreciate any handouts** from the business, such as pencils, key chains, badges, photographs, information about your business, etc.
- **Teachers will be responsible** for handling the discipline of students.
- **Use your teacher as a resource** for age-appropriate presentations and activities.

To help stimulate your thinking about the tour, please consider the following questions:

- Does your company produce goods or services? Who is the consumer?
- Are some of your products exported to other countries? If so, where?
- What are some of the opportunity costs of producing a specific product? (hint: You can't produce something else.)
- Are there opportunity costs involved with certain production processes? (hint: People get bored doing the same job, or a particular process is noisy or messy.)
- What human resources are used in the production process? (When emphasizing human capital, be sure to point out the variety of jobs and skills. This will be underscored again later when children apply for jobs, and the mock interviews are conducted.)
- What capital resources are used in the production process? (Again emphasize the variety of equipment that is used and how it helps increase productivity.)
- What natural resources are used in the production process?

## Third Graders Go to Work: A Curriculum Guide (cont.)

### Guidelines for Teachers

This guide includes suggestions for teachers in pre-tour visits to businesses. It is not intended to be the entire approach to economic education. The following is a list of options to accomplish understanding prior to ***Third Graders Go to Work*** participation: .

1. *Econ and Me*
2. *Community Publishing*
3. *Playdough Economics*
4. Textbook, Government Section
5. Economic terms for third-grade students available in this guide (page 36).

With the economic education opportunities presented above and ***Third Graders Go to Work,*** the following major instructional goals can be accomplished for third-graders:

The students will:

- Identify opportunity costs and trade-offs in choices made by individuals, families, or communities making economic decisions.
- Differentiate between necessities and luxuries: needs and wants.
- Identify the resources needed in producing familiar goods and services: natural, human, and capital.
- Identify appropriate and inappropriate uses of selected natural resources and how their usage affects the environment.
- Identify sources of income for households: wages, interest, rent, and profit.
- Recognize and produce friendly letters.
- Edit own writing.
- Develop listening skills.
- Follow directions.
- Write letters in cursive form.

In order for the tour to be a valuable experience, the following suggestions are offered:

- **Schedule a time for a teacher-only tour.**
- Discuss the itinerary with your business contact and consider changes appropriate to your classroom needs.
- Suggest classroom management techniques to help businesses prepare for students.
- Agree on the length of the visit (average time is three hours).
- Discuss safety practices of the business that will apply to your students.
- Agree on the size of each group and number of support staff to assist you. (Example: instructional aide, parents, or other teachers).
- Discuss the approach you prefer for the interview process. The interview is a very important part of the tour. Please consider the following suggestions:
  a. Your business representative could suggest possible employees to present a role play of a good interview, a bad interview, and the difficult choice between two good interviewers for one position. Allow the students to discuss the interviews.
  b. One way to allow all children to interview would be to provide one employee to interview all children applying for a specific job (6-10 students per employee).
- Students should use appropriate business manners and behavior. You are to be responsible for discipline of students at all times during the tour.
- A videotape of tour should be approved in advance by business. Also, some school policies require signed permission slips for students to be videotaped.

# First Lesson

**Objective:** The students will become familiar with the workforce and necessary qualifications.

**Motivation:** Prior to the first lesson, send the "Home Gram" (page 32) interview home with the students to complete. After interview is returned, list on the chalkboard various job qualifications obtained in the interview. Lead the children in a discussion of similar jobs. Draw some conclusions about qualifications for all jobs and workers. (Possible qualifications: education/training, communication skills, dependability.)

**Activity:** Organize the class into groups or ask students to work individually to locate pictures of workers from magazines or newspapers and then list the basic qualifications of each worker.

**Important Note:** Teacher should have completed an on-site visit to the business to properly "set the stage" for this learning project. (See Guidelines for Teachers, page 27.)

---

# Second Lesson

**Objective:** The children will analyze and discover their human resources (skills and knowledge).

**Motivation:** The teacher could lead a brainstorming and listing of human resources of the teacher and how his/her human resources qualify the teacher for the job of teaching. Follow this procedure for other school staff members, e.g., the music teacher, janitor, principal, cook, secretary, etc. Discuss how their interdependence makes the school run well.

**Activity:** Use "My Human Resources Inventory" (page 33) to list the child's personal abilities. Give the students time to reflect on their own qualities and list them first; then ask each student to share his/her list with a partner for the purpose of adding suggestions to that list.

# Third Lesson

**Objective:** The students will be introduced to the business providing their tour.

**Motivation:** Have a speaker from the business visit and introduce the products or services provided. (Another option is for the teacher to return with the information from his/her visit to the business.)

During the presentation, the teacher can list descriptions of possible jobs available, or the business representative can come equipped with job descriptions to be placed on the overhead projector for review. The students should be made aware of possible choices for their future job application to this company.

**Activity:** The children should retrieve the Human Resource Inventory sheet used in the second lesson to decide what human resources they possess and make a job selection. The teacher should then lead a discussion that evaluates the students' human resources for the job descriptions. After the students have chosen the jobs they like, they can draw pictures portraying themselves in those jobs.

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# Fourth Lesson

**Objective:** All students will complete a job application to be taken to the business on their tour.

**Motivation:** Refer to "My Human Resource Inventory," Lesson Two.

**Activity:** Use the sample "Student Job Application" (pages 34-35) to create an appropriate application.

**Important Note:** It may be a rewarding experience for students to ask parents for a letter of recommendation. This letter can be in addition to the references requested.

# Fifth Lesson

**Tour Business — Suggested Itinerary**

I. Welcome and Introduction to the Business (15-30 minutes)

A. Provide neutral/comfortable setting without distractions if possible.
B. Use visuals/models to reinforce explanations.
C. Introduce personnel (especially key person in various departments).
D. Provide a brief overview of the business: annual sales, human resources, capital resources, and natural resources needed and used.

II. Tour of Business (60 minutes)

A. Organize tour in a progressive format so that students can see the step-by-step process from beginning to end.
B. Ask each student to identify a job that he/she would like to apply for before starting the tour. (The students need to be reminded that they will be applying for a job after the tour.)
C. Provide hands-on experiences if appropriate.
D. Give a tour debriefing, including questions or clarifications. A team approach with the classroom teacher leading the discussion might be helpful during the debriefing.

III. Simulation of Interview (15-30 minutes)

A. Let students complete a job application.
B. Choose a couple of students for mock interviews through a voluntary selection process.
C. Focus on positive characteristics that employers look for when interviewing applicants.

IV. Lunch (45 minutes)

An informal setting is best with at least one employee per table or small group if possible. Key employees, who were introduced at the beginning of the program and seen later during the tour, should reinforce the roles they play in the business.

V. Wrap-up and Questions (30 minutes)

A. Provide a brief summary.
B. Distribute promotional items, souvenirs, or printed materials.

## Sixth Lesson

**Objective:** Demonstrate what principles have been learned.

**Activity:** Provide one or more opportunities for students to identify what was learned on the tour.

**Suggestions:**

1. **Write thank-you letters to the business visited** and list what you learned. Or, send cards illustrating the business. This is an important part of this curriculum.
2. Work in teams to create a business magazine portraying the business on the cover with articles inside explaining the business and its operation.
3. Create cartoons showing the business in action.
4. Write an advertisement for the business.
5. Invite a business representative to answer additional questions.
6. Invite the tour observer to visit and lead a discussion of the tour.
7. Video the tour and view the trip again in the classroom to discuss certain portions of the business.
8. Ask a worker to spend time with a third-grader at your school to observe a typical third-grade day.
9. Invite workers to eat lunch with your class, and have students describe what they have learned.

## Evaluation

It is important that the business/education partnership be successful. A key to the ongoing success is evaluation. All participants in the program must realize their responsibility in this process. Indeed, the true purpose of such an evaluation is not to criticize past experiences but to improve future ones.

## Conclusion

This unit promotes not only greater understanding of economics and the world of work but also important life lessons. Students will discover the relevance of classroom objectives as preparation for the workforce. Practical outcomes — such as greater self-esteem, development of appropriate business behavior, improved communication skills, appreciation for the work ethic, and increased understanding of the interdependence of workers — are the desired results of ***Third Graders Go to Work.***

The business community can also benefit from this educational partnership. Preparing the workforce of the future will ensure better employees and a stronger community. Workers in each business will have an opportunity to express pride in a job well done.

Sample worksheets are provided on following pages.

# Home Gram

Dear Homework Helpers:

Our class is participating in a program entitled ***Third Graders Go to Work*** sponsored by the Oklahoma Alliance for Manufacturing Excellence. In this program, the students will learn that work can be either a physical or mental effort, and the worker receives a wage for such effort. We are learning that the equipment and tools people use in their work are called **capital resources** and that the skills and knowledge they use are called **human resources.**

Please answer the questions below with _____ so he or she can learn about the work you do.

Thank you for your help.

## Homework to Learn More About Work

1. In your work, do you make something (a good) or do something (provide a service)?

2. What is the name of your good or service?

3. What is your job title?

4. What responsibilities do you have on the job?

5. What human resources (skills or knowledge) do you use in your work?

6. What capital resources (tools or equipment) do you use in your work?

# My Human Resources Inventory

| | Things I Can Do and Things I Know |
|---|---|
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# Student Job Application

Please complete each section to the best of your ability. Be sure to fill in the information on the second page.

Name _____
Last First Middle Initial

Address _____ _____
Number and Street Phone Number

_____
City State ZIP Code

I would like to apply for the job of _____

I would be a good worker for this job because _____

_____

_____

Jobs I do at home are:

_____

_____

_____

_____

Jobs I do at school are:

_____

_____

_____

_____

Check the boxes next to the things that describe you:

- ☐ I am a good listener.
- ☐ I am a quiet worker.
- ☐ I work well with others.
- ☐ I follow directions.
- ☐ I am tidy.
- ☐ I can count well.
- ☐ I can read well.
- ☐ I cooperate with my classmates.
- ☐ I am courteous.
- ☐ I am careful.
- ☐ I have perfect attendance this year.
- ☐ I finish my work on time.

## Student Job Application - p. 2

My special skills include _____

_____

Activities I participate in are _____

_____

I usually earn the following grade(s) on my school work:

A_____ B_____ C_____ D_____ F_____

I have been absent from school _____ times this year.

References: Name two individuals, not related to you, who would support your application for this job:

1. _____

2. _____

Signature _____ Date _____

# Basic Economic Terms

The following list of economic terms is provided to help business leaders have a better understanding of the economic concepts that are taught to children in our elementary schools.

**Capital resources** are goods (like tools, machines/equipment, etc.) made by people and used to produce other goods and services. Using capital resources makes workers more productive, but they can also cause people to lose their jobs (for example, computers and robots).

**Consumers** are people whose wants are satisfied by using goods and services — people who use goods and services.

**Goods** are objects (things that you can hold or touch) that can satisfy people's wants.

**Human resources** (also called labor) represents the quantity and quality of effort directed toward producing goods and services. People work in jobs to produce goods and services.

**Interest** is money paid by a borrower to a lender for the use of the lender's money.

**Investment capital** is the money necessary to begin a business or make more money.

**Loan** is money or other valuable items given to people for their use with a promise to repay the money or return the items at a later time.

**Natural resources** are gifts of nature; they are present without human intervention. Nature provides many things to produce goods and services.

**Needs** are things that people must have in order to survive, such as food, clothing, and shelter.

**Opportunity cost** is the highest valued alternative that must be foregone because another option is chosen. From a child's perspective, what you give up to get something else is the opportunity cost.

**Producers** are people who make goods and services.

**Productive resources** are all natural — human and capital resources used to produce goods and services.

**Profit** is the total sales (revenues) of a business minus all costs of production. It is the extra money a business keeps from sales after paying all its costs.

**Rent** is money paid to borrow and use another person's resources.

**Scarcity** is the condition of not being able to have all of the goods and services you want. Scarcity results from the imbalance between relatively unlimited wants and limited resources.

**Services** are activities (things that one person does for someone else) that can satisfy people's wants.

**Wages** are money paid for work performed.

**Wants** are desires that can be satisfied by consuming a good or service. From a child's perspective, wants are things that they would like to have.

**Activity**
Job Traits

**Related Subject**
Language Arts and Health

**National Career Development Guidelines: VII**
Awareness of the importance of personal responsibility and good work habits.

**Suggested Oklahoma P.A.S.S.**
Grades 2-3

**Academic Concept**
Problem solving.

**Activities**
- Make a list of job traits using the Job Traits worksheet.
- Distribute the Job Traits worksheets.
- Take each occupation individually and let students select the characteristics they think apply.
- Have students pick out characteristics necessary for all the given occupations.
- Emphasize to the students that many occupations require common job traits.
- Ask students if both men and women could perform those job traits.
- Form small groups and have students write a job description for a chosen occupation.

**Closure/Evaluation**
The students have identified necessary job traits occupations and developed a job description for a specific career.

**Materials/Supplies**
Job traits worksheets, pencils

**Resources**
Career Development Activities, Elementary CS1100

Order by calling 1-800-654-4502.

# Job Traits Worksheet

Name _____

A. Help people
B. Be able to read well
C. Be a good driver
D. Be able to type well
E. Be able to do things quickly and well
F. Be able to understand people
G. Be able to run machinery
H. Be able to make good decisions
I. Have good work habits
J. Be able to talk to people
K. Be able to handle many situations
L. Know where things belong
M. Work well with hands
N. Like their work
O. Be able to work as a team member

## Sample Occupations

Firefighter _____
Police Officer _____
Mail Carrier _____
Secretary _____
Doctor _____
Teacher _____
Nurse _____
Farmer _____
Bus Driver _____
Sales Clerk _____
Machinist _____
Office Clerk _____
Dentist _____
Construction Worker _____
Day Care Center Worker _____
Chef _____
Waiter/Waitress _____

**Activity**

Career Collages

**Related Subject**

Art

**National Career Development Guidelines: V**

Understanding the relationship between work and learning.

**Suggested Oklahoma P.A.S.S.**

Grades 6-8

**Academic Concept**

Students will learn that learning is a lifelong process and that job skills will change according to technological advancement.

**Activities**

- Supply students with newspapers and magazines.
- Have students create career collages.
- Pictures may be of tools and equipment, people at work, on-the-job clothing, etc.
- Have each student explain his/her collage to the class.
- Teacher may direct questions related to the career collage.
- Ask the class to identify other careers in which these tools, equipment, and clothing may be used.

**Closure/Evaluation**

Students constructed collages of careers and described them to the class. Students discussed their collages and answered questions about them.

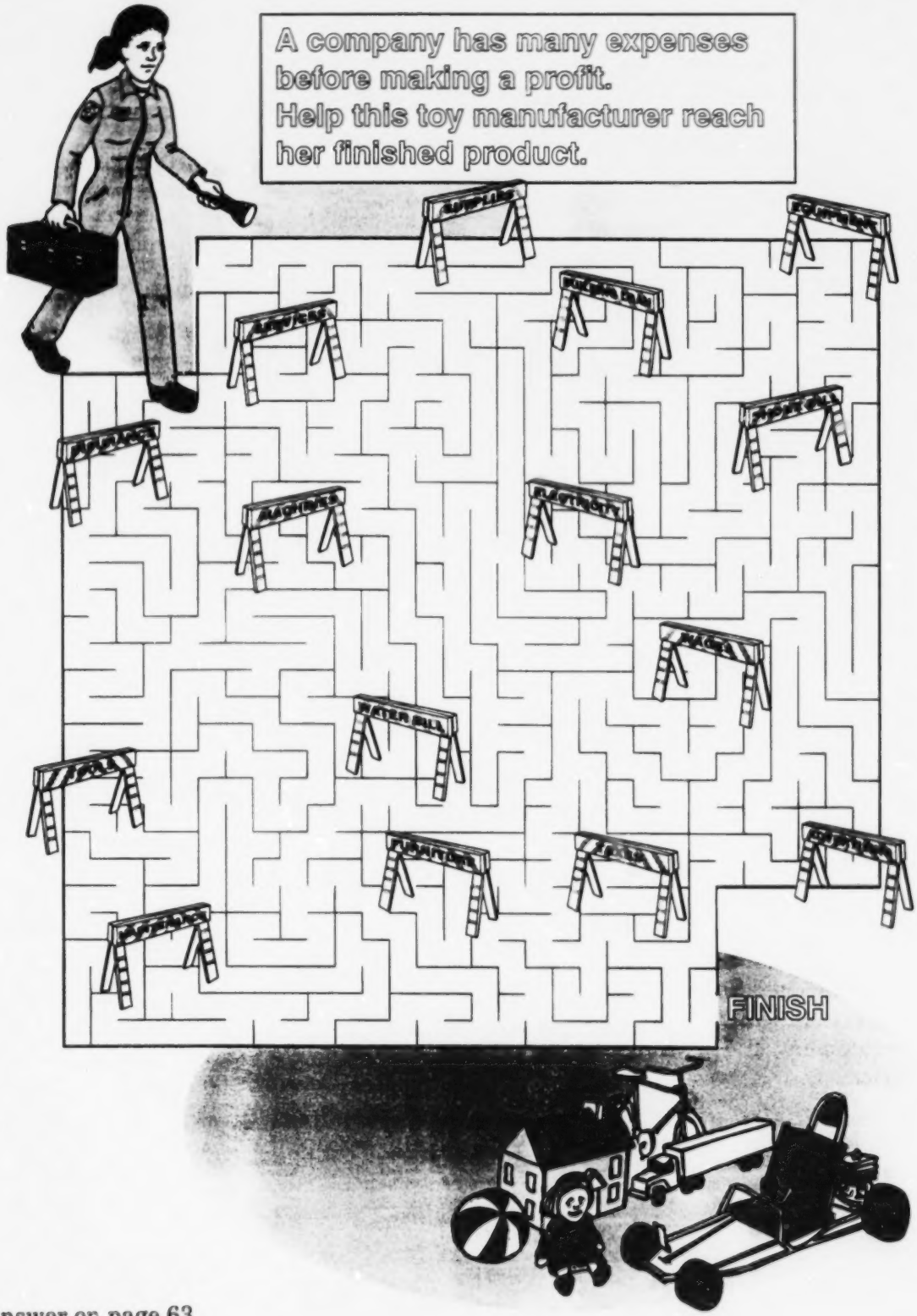
**Materials/Supplies**

Newspapers, magazines, scissors, construction paper.

**Resources**

Career Development Activities, Elementary CS1100

Order by calling 1-800-654-4502.




Answer on page 63.

# Hosting an Interview Day

The purpose of hosting an Interview Day is to have students participate in a mock interview involving business/industry with the schools. This suggested plan can be adjusted to meet your needs.

- All parties involved must meet to decide on a date.
- Send sample request letter on page 42 to Human Resource Directors. Include response form.
- Decide on location.
- Send thank-you letters to business/industry people who respond to assist.
  Include: Location, Map of school, Date, Interview check sheet, Sample interview questions
  If you have 20 students in a class, plan on having 10 interviewers or a ratio of 2 students to 1 interviewer.
- Teachers and counselor may want to team teach career education prior to Interview Day. This should be age-specific.
  Include: Resumé writing, General application forms, Interview tips, Interest inventories, General career information, Dress and grooming
- Decide if lunch will be provided for interviewers and schedule time for breaks.
- On Interview Day, all the students should wear nametags. Students rotate and interview with at least three employers, approximately 10 minutes each. Students have in their possession a resumé and a general application form to let the interviewer review. At the completion of each interview, the interviewer will attach a colored dot to the student's nametag to show the number of interviews completed. Interviewers complete check sheet evaluation and return it to the teacher. Students watch career videos while they wait to be interviewed.
- At a later date, the teacher should go over the evaluation with the students.
- Ask interviewers to complete Interviewer Evaluation at end of day.
- Ask English teachers to review letter writing before students send thank-you letters to employers.
- This activity can be graded as an individual project.

**Optional activities prior to Interview Day:**
Career Fair, Career Day, Whole school assembly with guest speakers

**Products to assist with this project:**
*Career Day Planning Guide*
*Through the Jungle — Job Search Guide*
*Oklahoma Career Search*
Career Classes and Resource Center Toolbox

Contact ODVTE customer service at 1-800-654-4502.

# Sample Request Letter

<Date>

<Address>

Dear_____:

_____School Name_____ is hosting an Interview Day to give our students a chance to participate in a mock interview. We need your help in making this event a success.

Would your business be willing to sponsor this event by sending one or two people to our school on _____Date_____ to serve as interviewers? Interview questions will be provided, but the interviewers may ask additional ones. Since the students will not be interviewing for a specific job, the interview questions are general in nature. Each interview will last about 10-12 minutes. We need to have the interviewers at _____School_____ from _____Time_____. If your interviewers cannot stay the entire day, we would be pleased to have the interviewers join us for as much of the day as possible.

Each student will be evaluated on the basis of communication skills, interviewing techniques, and appropriateness of dress. At the end of each interview, the interviewer will be asked to complete an evaluation form that will be returned to the student the following day. I have enclosed a sample form for your review.

Please return the enclosed response form to me by _____Date_____. I will send more information to each participating interviewer prior to Interview Day. Please call me at _____Phone_____ if you have any questions. This activity is extremely beneficial to our students, and we hope you will join us for Interview Day. I look forward to hearing from you.

Sincerely,

Name
Position

Enclosure

# Sample Thank-You Letter

<Date>

<Address>

Dear_____ :

Thank you for agreeing to help us with Interview Day. I am sure our students will benefit from your knowledge and feedback.

Please join us at _____School_____ by_____Time_____. The interviews will start at _____Time_____. Our location is shown on the enclosed map.

If you plan to stay for only part of the day, please let me know so I can get additional help. Otherwise, the schedule is as follows:

| | | |
|---|---|---|
| 8:15 - 9:05 | 11:05 - 11:55 | 1:00 - 1:30 |
| 9:10 - 10:00 | 12:00 - 12:30 | 1:35 - 2:25 |
| 10:05 - 11:00 | 12:30 - 1:00 | 2:30 - 3:20 |

The Interview Day will be held in_____Room Number(s)_____. The students will have in their possession a completed general application, a resumé, and an evaluation form that they will ask you to complete at the conclusion of the interview.

Please ask the students several questions of general interviewing nature. I have enclosed several sample questions. Try to keep the interview 7-8 minutes in length. After the interview, complete the evaluation form, and place it on your table to be picked up. These forms will be returned to the students as soon as possible. Please be honest about the interview. You may also give immediate verbal feedback to the student.

Once again, thank you for participating in _____School_____Interview Day. We appreciate your efforts. If you have any questions, please call me at_____Phone_____.

Sincerely,

Name

Enclosures

# Interview Tips

1. Have your facts ready (information on resumé such as background and reference information).
2. Find out information about the company that is giving you the interview.
3. Role play using general questions before the interview to get your answers and questions ready.
4. Shake hands with your interviewer at the beginning of the interview, when you are introducing yourself, and at the end.
5. Maintain eye contact with your interviewer. Show by your interest that you want the job.
6. Be positive — in particular, avoid negative comments about yourself or any past employers.
7. Encourage the interviewer to share information about his or her company.

## Writing a Resumé

A resumé is a summary of your qualifications and experiences. Its purpose is to present your qualifications in a clear, well-organized manner. It is also an opportunity to make a statement about yourself as a potential employee.
Your resumé should contain the following information:

1. position wanted
2. experience
3. education
4. personal interests
5. special skills
6. references

## Resumé Tips

1. Type your resumé if possible. It should be neat and free of errors.
2. Limit your resumé to one or two pages.
3. List your most recent work experience first.
4. Include information about any special skills, talents, awards, interests, or experiences.
5. Do not include personal data such as age, height, weight, and religion.
6. List two, preferably three, references with an address and telephone number for each.

## Examples of References

Ms. Clara Antoine
Clara's Fish Tank and Supply
234 Trout Street
Miami Beach, Oklahoma 73700
580-789-1234

Mr. Bill Troutman
Ichthyologist
4567 Sharktail Road
Orlando, Oklahoma 72345
580-345-6789

## Sample Interview Questions

1. Tell me a little bit about yourself.
2. Tell me about your schooling.
3. Have you had any jobs? How did you obtain them? Why did you leave?
4. What do you consider your greatest accomplishment?
5. What are your greatest strengths and weaknesses?
6. Where do you see yourself in five years?
7. We have many qualified applicants. Why should we hire you?
8. What would you do if . . . ?
9. What are your main activities?
10. How would your teacher describe you?
11. How would your classmates describe you?

# Response Form

Please mail or fax to:

<Address>

<Fax>

Name of Business _____

Contact Person _____

_____ Yes, we will participate in Interview Day at _____.

Name of person attending _____

Additional people attending _____

_____

_____

Fax number _____

_____ No, we cannot participate in Interview Day.

---

# Interviewer Evaluation

Comments pertaining to the Interview Day:

_____

_____

_____

Recommendations for improvement:

_____

_____

_____

Would you be willing to volunteer for this project next school year? Yes _____ No _____

Name _____

Business _____

Address _____

Thank you for your time.

# Check Sheet Evaluation

**Student** _____ **Class Period** _____

**Interviewer** _____

| | good | fair | needs improvement |
|---|---|---|---|
| 1. Handshake | | | |
| 2. Eye Contact | | | |
| 3. Voice Quality | | | |
| 4. Gives Complete Answers | | | |
| 5. General Appearance | | | |
| 6. Posture | | | |
| 7. Confidence | | | |
| 8. Courtesy | | | |
| 9. Enthusiasm | | | |

10. Said Thank You Yes _____ No _____

11. Application Completed Yes _____ No _____

12. Resumé Completed Yes _____ No _____

Comments:

**Activity**
Communication Skills

**Related Subject**
Language

**National Career Development Guidelines: VII**
Knowledge of skills necessary to seek and obtain jobs.

**Suggested Oklahoma P.A.S.S.**
Grades 7-8

**Academic Concept**
Communication Skills

**Activities**

- Students will identify communication skills needed to acquire a job.
- Discuss communication (both written and oral) as a vital skill for employment opportunities.
- Pretest students on occupations requiring communication skills by asking the student to identify occupations that require either verbal or written communication or both as a vital skill.
- Have students explain how communication skills are used and why accurate and appropriate communication skills are important.
- Have students identify the kinds of communication skills that are important in obtaining a job.
  - Writing and speaking good grammar
  - Use of slang, mod terms, etc.
  - Nonverbal communication
  - Dress
- Discuss reasons and impact of all the behaviors identified. Discuss how and why behaviors are helpful and not helpful in obtaining a job.
- Follow up with a role-play activity of interviewing for a job.

**Closure/Evaluation**
Students have identified and rehearsed job interview skills needed to acquire jobs.

**Materials/Supplies**
Paper, pens or pencils

**Resources**
Career Development Activities, Middle/Junior High CS1101

Order by calling 1-800-654-4502.

**Activity**
Employment Skills

**Related Subject**
Language

**National Career Development Guidelines: VII**
Knowledge of skills necessary to seek and obtain jobs.

**Suggested Oklahoma P.A.S.S.**
Grades 7-8

**Academic Concept**
Written Language

**Activities**

- Students will recognize the skills they have and the skills needed for work.
- Discuss personal skills needed in any employment field.
- Have students write a sentence or two about how they feel about themselves concerning:
  - Works well with others (teamwork)
  - Works well in groups (interaction)
  - Cares about people (interpersonal)
  - Dresses neatly (self-image)
  - Follows directions (cooperative)
  - On time for school (punctual)
  - Keeps room in order (organized)
- Explain to students that these are skills they have now or can develop now that will make them marketable for jobs.
- Have students discuss how they feel about these characteristics. (Examples: Are they necessary? Could they improve any of them?)
- Have them discuss other characteristics necessary for work.

**Closure/Evaluation**
Students will have carefully examined and listed skills and characteristics necessary for employability and identified their own strengths and weaknesses in this area.

**Materials/Supplies**
Paper, pens or pencils

**Resources**
Career Development Activities, Middle/Junior High CS1101

Order by calling 1-800-654-4502.

# Telephone Crypto

| | | |
|---|---|---|
| 1 Space | 2 ABC | 3 DEF |
| 4 GHI | 5 JKL | 6 MNO |
| 7 PRS | 8 TUV | 9 WXY |

**Directions:**
Using the telephone keypad, break the code to find words related to job search skills.

Answers on page 63.

Clue: Something you write after the interview.

1. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
8 4 2 6 5 9 6 8 5 3 8 8 3 7 7

Clue: A record of work experience and education of a person applying for a job.

2. _ _ _ _ _ _ _
7 3 7 8 6 3 7

Clue: A form to fill out before interview.

3. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
2 7 7 5 4 2 2 8 4 6 6 3 6 7 6 7

Clue: A meeting of one person with another to talk about their experiences.

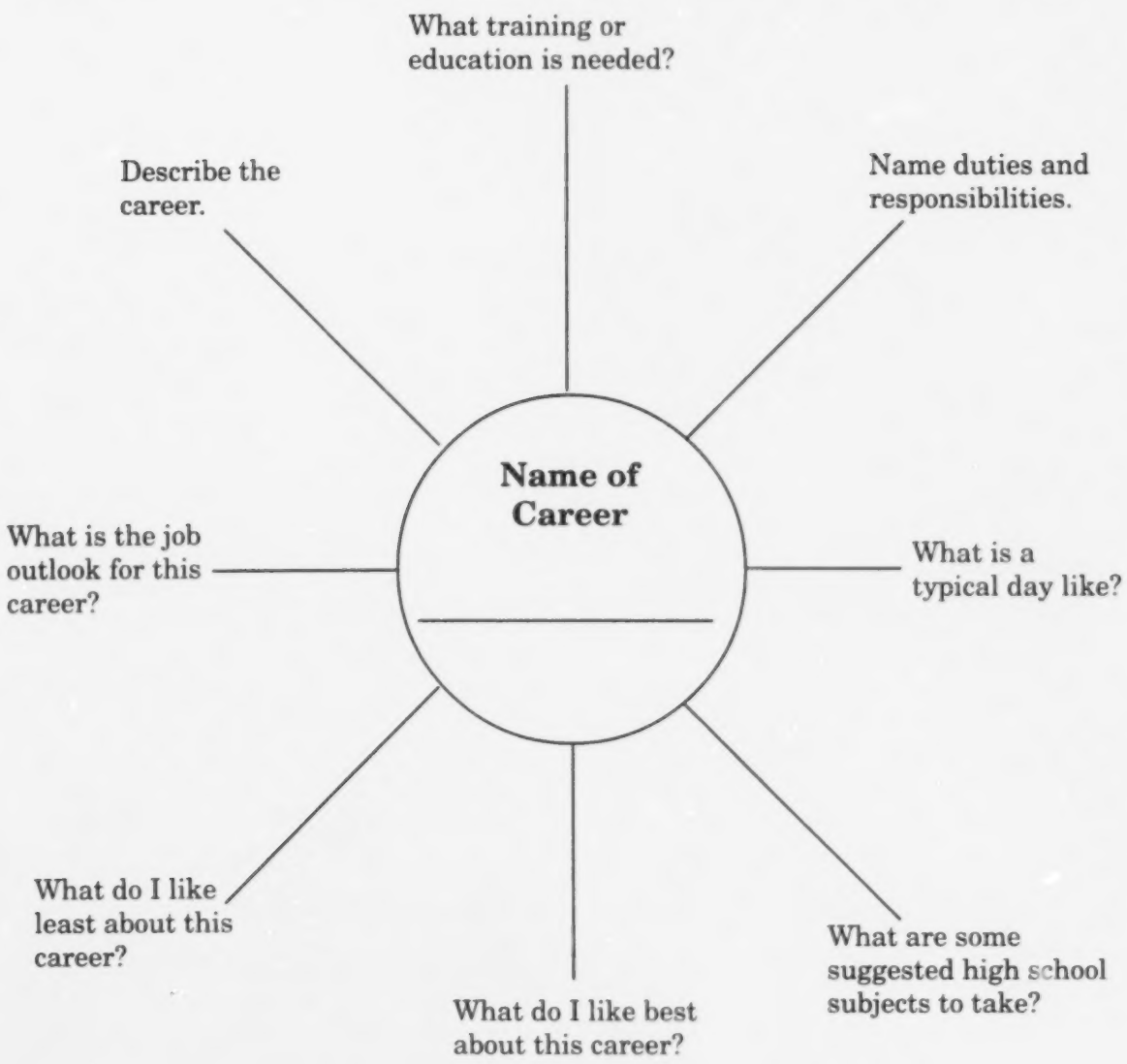
4. _ _ _ _ _ _ _ _ _
4 6 8 3 7 8 4 3 9

Clue: Help students select training/education or work that best suits the activities they enjoy.

5. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
4 6 8 3 7 3 7 8 4 6 8 3 6 8 6 7 4 3 7

50

# Career Report


What training or education is needed?
Describe the career.
Name duties and responsibilities.
Name of Career
What is the job outlook for this career?
What is a typical day like?
What do I like least about this career?
What do I like best about this career?
What are some suggested high school subjects to take?

**Contents of Report**

1. Brainstorm about the questions and statements above before beginning the report.
2. Write a report covering these questions and statements.
3. Be prepared to present the report orally.
4. Use some visuals if possible.
5. Have a minimum of two bibliographies.

# Teachers-as-Advisors Program

Counselors have many responsibilities within the school. Trying to reach all the students in one year is difficult for large and small school districts. As stated in the Standards for Accreditation, the ratio is one counselor to 450 students. The Teachers-as-Advisors program makes the ratio manageable with one advisor to 20 or less students. The purpose of this program is to provide a relationship of caring and understanding between at least one adult and every student. This adult assists students in planning and preparing for the future with parent involvement.

**Why Have a Teachers-as-Advisors Program?**

- Provides opportunity for shared responsibility for career and education development by including parents, students, teachers, and counselors.
- Encourages students to set career/educational goals and construct a plan to meet those goals.
- Ensures consistent curriculum exposure to all students.
- Organizes career development into a manageable time frame and team effort.

**Basic Steps to Implement Program**

- Receive buy-in from administrators, counselors, and teachers.
- Visit a Teachers-as-Advisors program.
- Provide a person to oversee program.
- Involve a committee to assist in planning.
- Set advisor periods. (How much time each month for advisors and students to meet?)
- Determine advisor groups. (Divide students by grade level or cluster interest.)
- Set date for parent/student/advisor conference.
- Place dates on school calendar.

**Suggested Scheduling to Implement Teachers-as-Advisors Program**

- Start with one grade level (i.e., eighth grade) and Senior Seminar, add another grade level each year.
- Start with all grades including Senior Seminar.

**Senior Seminar**

Involves all 12th graders in an assembly setting. The following are suggested speaker/topics to cover

**Suggested Speakers**

Military
Vocational Training
Past Graduates
Business/Industry
Two- and Four-Year Degree Programs

**Suggested Topics**

Calendar of Important Dates and Deadlines
Preparing for a Job
- Interviewing Tips
- Dress/Grooming
- Filling Out Applications
- Resumés
- Cover Letters

Time Management
Decision Making
- *Money Management
- *How to Protect Yourself
- *Turning 18 — Rights and Responsibilities

*Information is located in this guide under "A Legal Guide for Young Adults."

**Products to Assist With This Project**

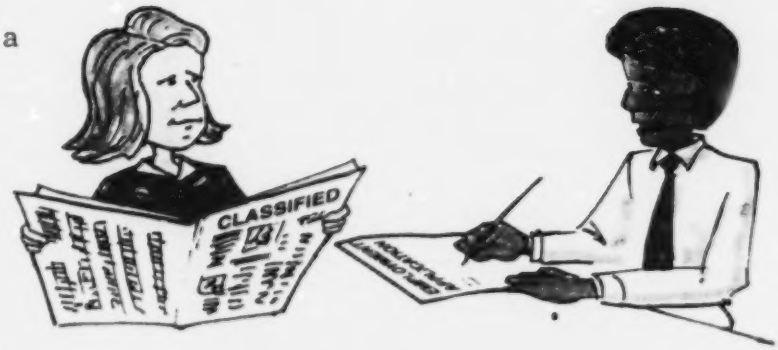
"Teachers-as-Advisors" Toolbox SW1020

Contact ODVTE customer service at 1-800-654-4502.

# A Legal Guide for Young Adults
## Employment

**How Do You Find a Job?**
Here are helpful ways to find a job.

- Look in the classified ads of your local newspaper for jobs that are available.
- Ask at a place you would like to work to see if there are jobs available.
- Go to the Oklahoma State Employment Agency for help in finding a job.
- Use a private employment agency to help you find a job. You may have to pay for this service.



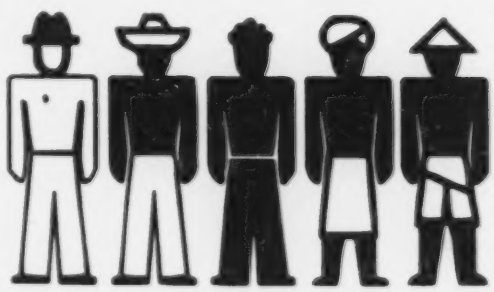

**Must Employers Have a Written Employment Contract With Their Employees?**
No. Many employees do not have a contract, or sometimes the contract is oral.

**When Can an Employee Be Fired?**
Oklahoma is an employment "at will" state. Generally, an employer can fire an employee any time for any reason if that reason is not illegal. For example, firing a person because of race is illegal. Sometimes under a law or a contract, an employer may fire an employee only for good cause.

**Can an Employer Discriminate Against an Employee?**
It is illegal for employment agencies and employers to discriminate against you because of race, sex, handicap, age, religion, ancestry, or national origin.

State and federal laws forbid discrimination in hiring, pay, promotions, transfers, or other working conditions. If you feel you have been discriminated against, you should contact the Oklahoma Human Rights Commission or the U.S. Equal Employment Opportunity Commission for help. Larger cities also may have local civil rights commissions. Retaliation from your employer for reporting discrimination is also illegal.

*Note:* If you believe that you have been discriminated against, you must contact the Oklahoma Human Rights Commission or the U.S. Equal Employment Opportunity Commission as soon as possible. Usually, you have a short time in which to file a complaint.



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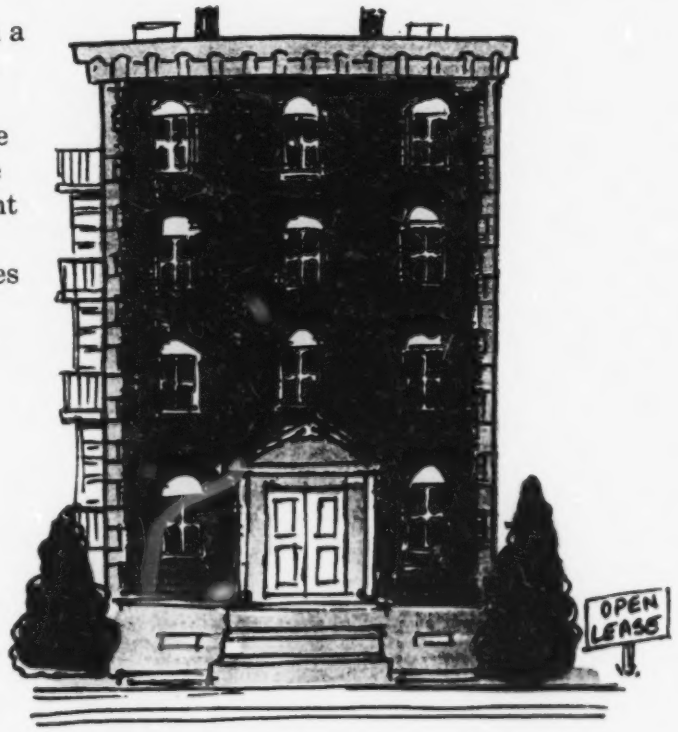
# Landlord - Tenant

**What Is a Lease?**
A lease is a legal agreement between a landlord and a tenant. A landlord is the person who owns the property. The tenant is the person living in the property. A lease tells how much the tenant will pay to the landlord to rent the property. It also tells how long the lease will last. It usually includes any additional duties or responsibilities of the tenant or landlord.




**Does the Lease Have to Be in Writing to Be Legal?**
Not unless the lease is for more than one year.

**What Should You Consider Before Signing a Lease?**

- Make sure you read and understand the entire lease before you sign.
- Do not sign a lease unless all blank spaces are filled in or crossed out.
- Get all promises in *writing* so that after the contract is signed, there is no mistake over what was promised.
- Any changes or additions to the lease should be made on all copies of the lease. They should be initialed by both the tenant and landlord.
- Make sure the property is in good condition before you sign a lease.

**What Is a Security Deposit?**
A security deposit is money given by the tenant to the landlord to make the tenant follow the lease. The security deposit may be used by the landlord to pay rent you owe when you leave. It also can be used to fix damage you caused other than normal wear and tear. If your landlord keeps any of the security deposit, you must receive a written notice of how the money was used. The landlord must return any unused security deposit within 30 days after the lease ends. You can sue the landlord if the landlord fails to return any part of the security deposit you have a right to have returned.

To get your security deposit returned, you must move out of the property. You cannot just move out and expect to apply your security deposit to the last month's rent. You must make a written demand for the return of the security deposit. You need to include in the demand your new forwarding address. If you do not make a written demand for your deposit within

## Landlord - Tenant (cont.)

six months from when you leave, the landlord gets to keep the deposit.

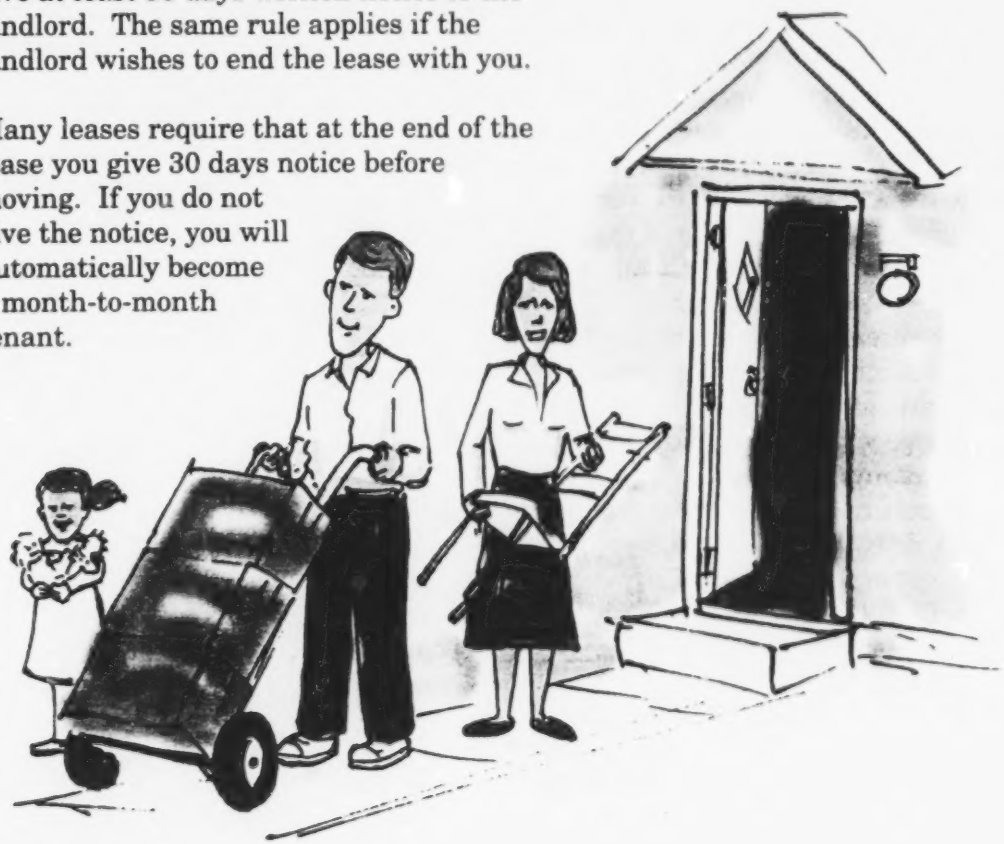
**How Do You Terminate Your Lease?**
If you have signed a lease for a set number of months, you are responsible for the rent for the whole period of the lease. However, you do not have to pay for any time on the lease if the landlord can rent the property to someone else for that time.

If you do not have a lease, you rent from month-to-month. If you rent from month-to-month and wish to move, you must give at least 30 days written notice to the landlord. The same rule applies if the landlord wishes to end the lease with you.

Many leases require that at the end of the lease you give 30 days notice before moving. If you do not give the notice, you will automatically become a month-to-month tenant.

***Important:*** The 30-day notice must be given from rent-paying period to rent-paying period. This means if your rent is due on the first of the month, the notice must be given before the first day of the month. The lease will end on the last day of the month.

***Note:*** Always read your lease. You need to know exactly what is required of you and the landlord and what kind of notice to give. You also need to know when you must move out or sign a new lease.



## Landlord - Tenant (cont.)

**Should You Carry Renter's Insurance?**
It is a good idea. The landlord's insurance covers only the building. It does not cover your things. Ask for price quotes from several different insurance agencies. See which one best suits your needs and your budget.

**What Could Happen if You Don't Pay Your Rent?**
If you do not pay your rent when it is due, the landlord may give you notice to pay or move out. The landlord may give you (or someone over the age of 12 living with you) notice to pay or move out within 5 days after the notice. If the landlord posts a notice on your door and mails you a certified copy, you have 10 days to pay or move out. If you fail to pay rent, you may be taken to court. The court can order you to leave and pay your back rent.

**When Can the Landlord Enter Your Premises?**
A landlord may enter your premises without your consent any time there is an emergency. At any other time, the landlord must give you at least one day's notice of the intent to enter and may enter only at reasonable times.

**What Can You Do if the Landlord Refuses to Make Repairs to the Premises?**
If the landlord's failure to follow the rental agreement affects your health or safety, you may give the landlord a written notice that he or she has broken the contract. The notice must say that if the repair is not made within 14 days, the rental agreement will end not less than 30 days after giving your notice.

If the landlord is not able to make a repair costing less than $100, you may write the landlord that you intend to correct the problem at the landlord's expense at the end of 14 days. If the landlord does not correct the problem within 14 days, you should give the landlord an itemized statement of the actual cost or the fair and reasonable value of the repair. You may subtract this amount from the next month's rent.

The landlord's failure to fix the problem may make the property unfit to live in or cause immediate threat to your health and safety. In this case if the problem is not fixed when it is necessary, you may move out and end the lease. You must write the landlord telling exactly why you moved.

# Contracts

**What Is a Contract?**
A contract is an agreement between two or more people.

**Can You Enter Into Any Type of Contract Once You Reach 18?**
Generally, yes. However, you cannot make a contract over something that is illegal. For example, a person under 21 cannot make a contract to buy alcoholic beverages.

**Do Contracts Have to Be in Writing to Be Enforceable?**
Only when the law requires it. Contracts that generally *must* be in writing include:

- Contracts which cannot be completed in less than one year.
- Contracts which promise to pay the debt of someone else.
- Contracts involving real estate (land).
- Contracts for the sale of more than $500 in goods.

**Why Should You Prefer a Contract in Writing?**
You will have a better understanding of the terms of the contract and what you are required to do. A written contract will help prove the exact terms and conditions of the contract if you have to go to court to enforce it.

**When Can You Cancel a Contract You Entered?**
You may be able to cancel a contract for a short period after you sign it. For example, you may be able to cancel a contract you were forced into or if someone told you something that was not true. You also may be able to cancel a contract if someone tricked you into it, if you were not legally competent to contract, or if both parties entered the contract based on a mistake of fact that was an important part of the agreement.

**How Can You Protect Your Rights When Asked to Sign a Contract?**
If you sign a contract, you are saying that you have read it and that you understand what it says. If there is any part of the contract you do not understand, ***do not sign it.*** Talk to a parent, friend, or attorney who can explain it to you. Here are other suggestions:

- Never sign a contract with blanks or open spaces. These should be filled in with the correct terms before you sign.

## Contracts (cont.)

- The parties can change or remove terms by agreement. Be sure to do this on all copies of the contract.
- Both parties should initial any changes to the contract on all copies.
- Make sure all ***oral*** promises are written into the contract before you sign it.

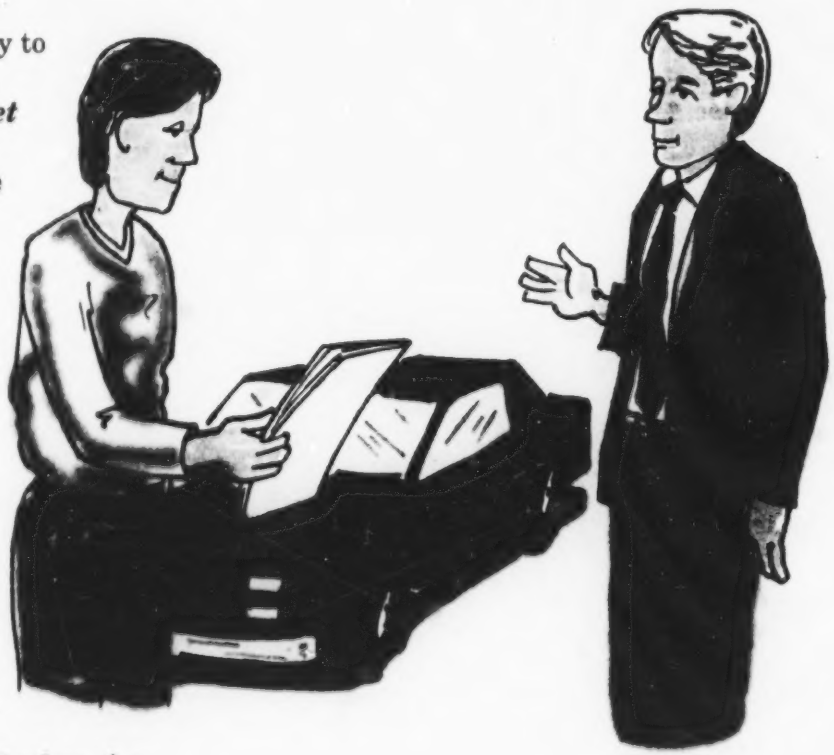
If someone comes to your home to sell you something and you sign a contract, you have the right to cancel the contract before midnight of the third business day after the contract was signed. If you fall prey to a high-pressure salesperson in your home, you can get out of the contract if you properly mail a notice within that period.

Some salespeople may try to hurry you into signing a sales contract. ***Do not let them.*** It is your responsibility to read the contract thoroughly before signing it. Make sure all promises made by a salesperson are written into the sales contract.

**What Rights Do You Have if the Other Party Breaches the Contract?**
If someone does not do what he or she was supposed to do according to the contract, the person has broken the contract. You can do several things if this happens. First try to work the problem out. If that does not work, you can go to court and —

- ask for your money back;
- cancel the contract and refuse to do your part of the contract;
- ask the court to make the other person do what he or she contracted to do.

**What Is a Warranty?**
A warranty is a promise made by the person selling you something that tells you how good it is. Warranties give you important rights, and you should know what the warranty says before buying the item.



## Contracts (cont.)

**Are There Different Types of Warranties?**
Yes. **Express warranties** are written or oral statements made by the person selling the item as to its quality or performance. **Implied warranties** do not have to be stated. For example, an implied warranty on the sale of a hair dryer would be that it would blow hot air.

**What Should You Be Aware of if the Merchant Does Give You a Written Warranty?**
If you buy an item and receive a written warranty, it should be in simple language and be given to you before the sale. The warranty must tell you exactly what is and what is not included. It must say whether it is a *full* or *limited* warranty. A *full* warranty generally covers both labor and materials. With a full warranty, the manufacturer will repair the item without charge. A *limited* warranty generally does not cover both parts and labor. With a limited warranty, there may be a charge for repairing the item.

# Consumer Credit

**What Is Credit?**
Credit is one way to buy goods and services now and pay for them later. Good credit helps you borrow money now on your promise to repay it in the future.

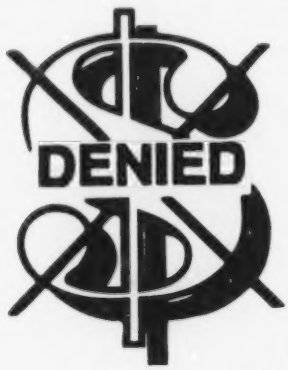
**Who Can Get Credit?**
Federal law says that everyone has an equal right to credit. This does not mean someone has to give you credit. It just means you cannot be denied credit because of your race, sex, color, religion, national origin, marital status, age (unless you are under 18) or because you receive public assistance.

**What Information Does a Company Need to Decide Whether to Give You Credit?**
- Where you work.
- How long you have worked there.
- How much you are paid.
- Where you live.
- What kind of record you have in paying past debts.
- How much you owe to other creditors.

**What Is a Credit Bureau?**
A credit bureau is a private company that gets information about your credit history. It keeps track of whether you pay your bills on time and gives you a credit rating. These credit reports contain both financial and personal information and inform the lender whether you are a good or poor credit risk.

## Consumer Credit (cont.)

**What Rights Do You Have if Credit Is Denied to You Based on Information Provided by a Credit Bureau?**
You have the right to know the reasons for being turned down. If you are applying for credit for the first time and have no record at all, sometimes the creditor may deny you credit. If you are denied credit based on information received from a credit bureau, the lender must inform you of the name and address of the credit bureau that supplied the report. You have the right to request a copy of your credit report.




If your credit file contains false, misleading, or out-of-date information, you can make the credit bureau check the problem and make the necessary corrections. If the credit bureau believes what it has stated is correct, you can file a brief statement telling your side of the story. This information must be put in your file. You also may ask for the names of companies who have requested or received a copy of your credit report.

**How Can You Establish a Good Credit History?**

- Get a job and do your best to keep it.
- Open a checking and savings account.
- Apply for credit at a department store.
- Make small purchases and repay the debt as soon as possible.

If you continue this practice, you will create a good credit rating. Then it will be easier for you to get credit cards and other types of credit in the future (car, house, etc.).

**How Do Credit Cards Work?**
Credit cards let you buy goods or services on credit. There are two basic kinds of credit cards. First, many national and local department stores give credit cards for purchases of their goods at their own stores. Second, many banks issue cards such as VISA or MASTERCARD that allow you to buy goods on credit from any store that takes their card. Some companies provide these cards free. However, some companies may charge an annual fee of $15 to $25.

## Consumer Credit (cont.)

The law requires that the lender tell you how much the card will cost you. The finance charges and other credit costs must be included in the annual percentage rate (APR) of interest, and the lender must give you this information. Different cards have different interest rates. There are two types of interest: simple and compound. With simple interest, you pay a set amount for a certain period of time. With compound interest, the interest is added back into the principal, and you pay interest on the new amount. With compound interest, you pay interest on the interest. Check to get the best rate possible.

**What if You Discover an Error in Your Bill?**
To avoid problems with your credit bill, it is a good idea to save all of your receipts and go over each monthly statement carefully. Federal laws give you certain protection when there is a problem with your bill if you meet these guidelines:

- ***Do not*** simply ignore a mistake and refuse to pay.
- You must give a written notice to the creditor within 60 days of getting the statement.
- You must set out in this notice the reason(s) you believe there is a billing error and the amount of the error.

In turn, the creditors are required to:

- Respond to your written complaint within 90 days.
- Not report the matter to a credit bureau until the problem is resolved.
- You do not have to pay the amount you think that you do not owe until the company has looked into the matter.

**What if Your Credit Card Is Lost or Stolen?**
To protect yourself, you should keep a record of all credit card numbers and the telephone numbers of the companies with whom you have an account. Once you discover your card is missing, telephone the company immediately and then write the company about the problem. Once you have told the company, you are not responsible for further charges made on the card, except for up to $50 per card on charges made before you tell the bank or store. Several private services will register all of your credit cards for a fee. If you lose your cards, you only have to contact that one agency and they will notify all of the other companies.

**What Happens if You Cannot Keep Up the Payments on a Credit Card?**
If you cannot make the payments, you should tell each creditor *immediately* and work out a payment plan you can meet. Do not simply stop making payments. This can badly damage your credit rating. Companies might be willing to give you a longer time to pay off the debt by lowering your monthly payments.

# Driving

**Is Driving a Right or a Privilege?**
Driving an automobile in Oklahoma is a privilege.

**Are You Required to Have Automobile Insurance?**
Yes! Everyone who operates a motor vehicle in the state of Oklahoma is required to have current liability insurance. While driving, the operator must carry an insurance form that says the insurance is current. In addition, a vehicle cannot be tagged or registered without proof of insurance. Failure to produce this form if asked is punishable by a fine of not more than $250, imprisonment of not more than 30 days, or both. If you go to court within 48 hours and prove you had a current insurance form, the ticket will be dismissed. Your license and registration can be taken away if you do not have your car inspected.

**What Happens if You Are Stopped for Driving Under the Influence (DUI)?**
If you are driving and are stopped by the police, you are expected to take a breath test to find out how much alcohol is in your blood. If you will not take the breath test, your driver's license may be taken away. Your refusal to take the breath test can be used against you at your trial. If you do take the breath test, you have the right to know the results of the test and to have an independent blood test done. The results of the test may be used against you in court.

**What Are the Penalties for DUI?**
The first time you are found guilty of DUI is a misdemeanor. You can be imprisoned in jail for not less than 10 days nor more than one year, fined not more than $1,000, or both. If you are found guilty of another DUI within 10 years of a conviction for the first DUI, it is a felony.

## Driving (cont.)

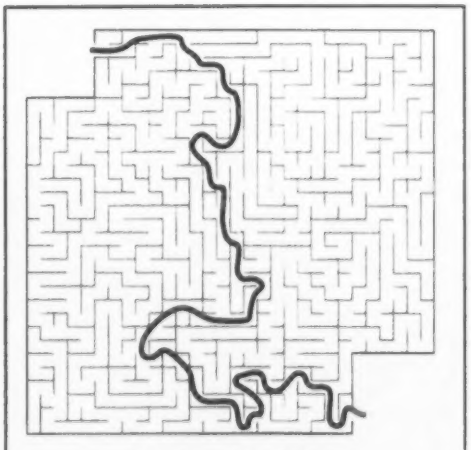
You can be put in prison for not less than one year and not more than five years and fined not more than $2,500.

If you are not sent to prison but get a suspended sentence, you may have to do community service or undergo inpatient rehabilitation.

Having a police record will prevent you from applying for certain licensed occupations.

**What if You Are Stopped With an Open Container in Your Car?**
It is illegal to have an open container of beer or alcohol in your car. A container is considered "open" when the original seal or cap has been broken. This applies even if the container is in the back seat and out of your reach. If you have an open container in the car, it must be in the trunk, the spare tire compartment, or any outside compartment that you cannot get to from inside the vehicle while it is moving. If you are found guilty of having an open container in your car, it is a misdemeanor and you can be fined not more than $500.

# Answers to Maze and Crypto



**Answer to Maze**

Maze on page 40.

**Answers to Crypto**

1. Thank-You Letters
2. Resumés
3. Application Forms
4. Interview
5. Interest Inventories

Crypto on page 50.

**Activity**
Life Role Decisions

**Related Subject**
Language Arts

**National Career Development Guidelines: IX**
Skills to make decisions.

**Suggested Oklahoma P.A.S.S.**
Grades 9-10

**Academic Concept**
Write an essay.

**Activities**

- Given a list of future life role decisions, student will describe his/her current levels of involvement in planning for decision making.
- Write on the chalkboard the following list of future life role decisions:
  - Getting a job
  - Completing postsecondary training
  - Getting married
  - Buying a car
  - Moving into an apartment
  - Obtaining credit
- Have each student choose the most important item to him/her.
- Have each student write an essay on the chosen item.
- Have students include the following in their essays:
  - Why they chose the topic
  - The importance of that choice
  - What they think they must do to meet their expectations
  - How far they are from making the decision (time)
- Students will probably need time in class and overnight to complete the essay.
- The second day can be used for class discussion on the nature of the assignment, its degree of difficulty, and personal sharing of what students wrote.

**Closure/Evaluation**
Students will express in writing a decision they are about to make and how they are approaching the decision.

**Materials/Supplies**
Chalkboard, chalk, paper, pens, or pencils

**Resources**
Career Development Activities, Mid High/High School CS1102

Order by calling ODVTE customer service at 1-800-654-4502.

**Activity**

Gender Advantages and Disadvantages

**Related Subject**

Social Studies - U.S. History

**National Career Development Guidelines: XI**

Understanding the continuous changes in male/female roles.

**Suggested Oklahoma P.A.S.S.**

Grades 9-12

**Academic Concept**

Recognize different points of view.

**Activities**

- Students will identify the roles that society has traditionally assigned to men and to women and determine whether these roles are an advantage or a disadvantage.
- Distribute 18- by 24-inch newsprint to each group of students.
- Divide the class into small groups of 4-5 students. Arrange to have both boys and girls in each group.
- Ask each group to brainstorm and develop two lists.
  - First, list all the advantages and disadvantages assigned to males.
  - Second, list all the advantages and disadvantages assigned to females.
- Remind students before they start that the rules of brainstorming are that "no idea may be criticized or rejected and that all ideas are accepted and written down."
- After lists are completed, ask each group to put a plus beside each advantage or disadvantage that would help expand career choice.
- Then have students put a minus beside each advantage or disadvantage that would limit career choice.
- Have a spokesperson from each group report results back to the class.
- Review lists with class and note whether females or males have more pluses or minuses with regard to career choice.
- Discuss with students how the lists from different groups were similar in many respects. Then ask:
  - How did they "know" what the assigned roles were?
  - Where did they learn what these roles were?
  - When did they learn about these roles?
  - What contributed to their learning about these roles? (Examples: toys, books, TV, records, family, friends, relatives, school)

**Closure/Evaluation**

Students will have compiled a list of roles society defines as commonly male or female with designations as to whether these would expand or limit career choices.

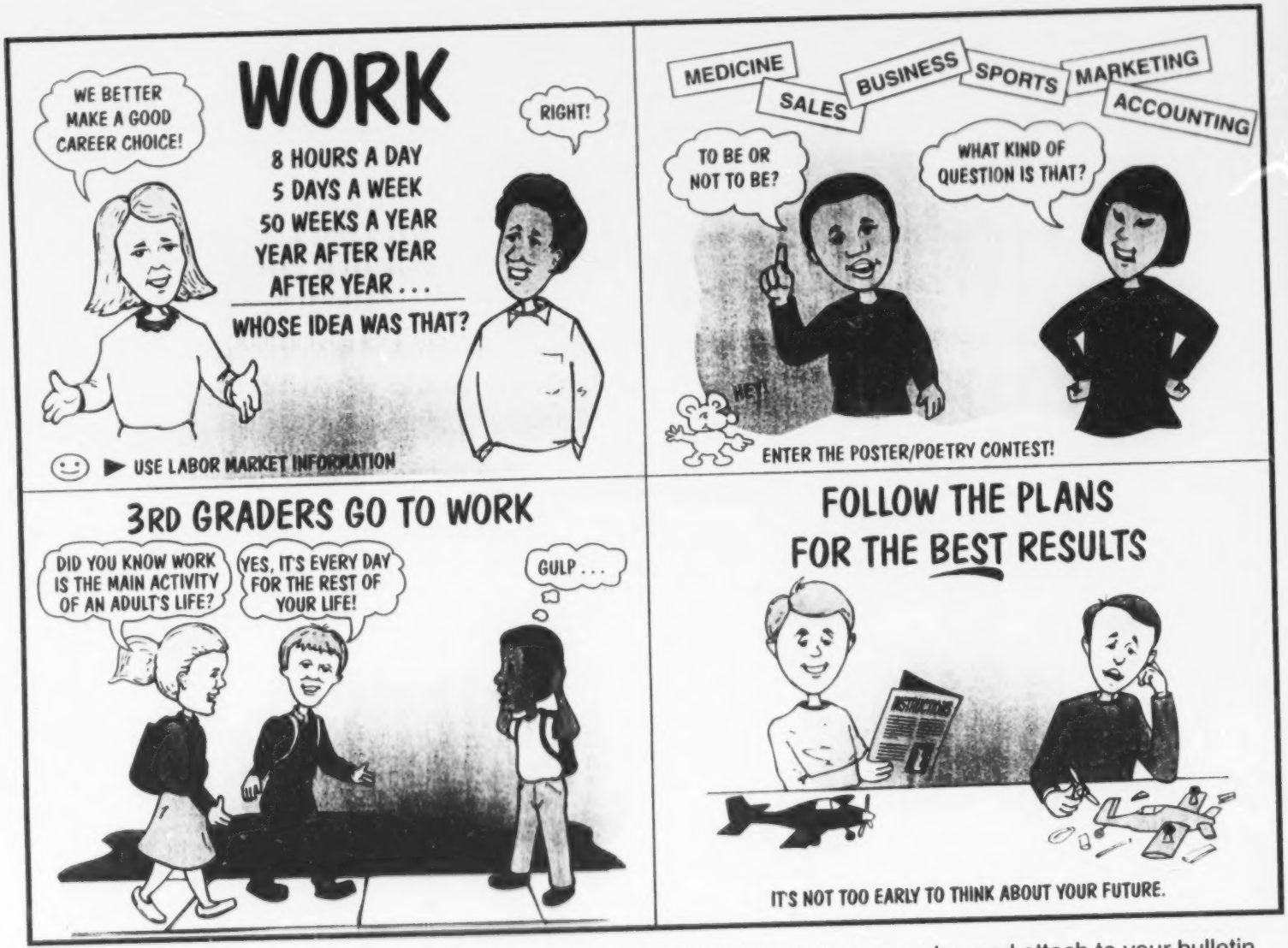
**Materials/Supplies**

18- by 24-inch newsprint (4 sheets per group), markers, or paper, pens, or pencils

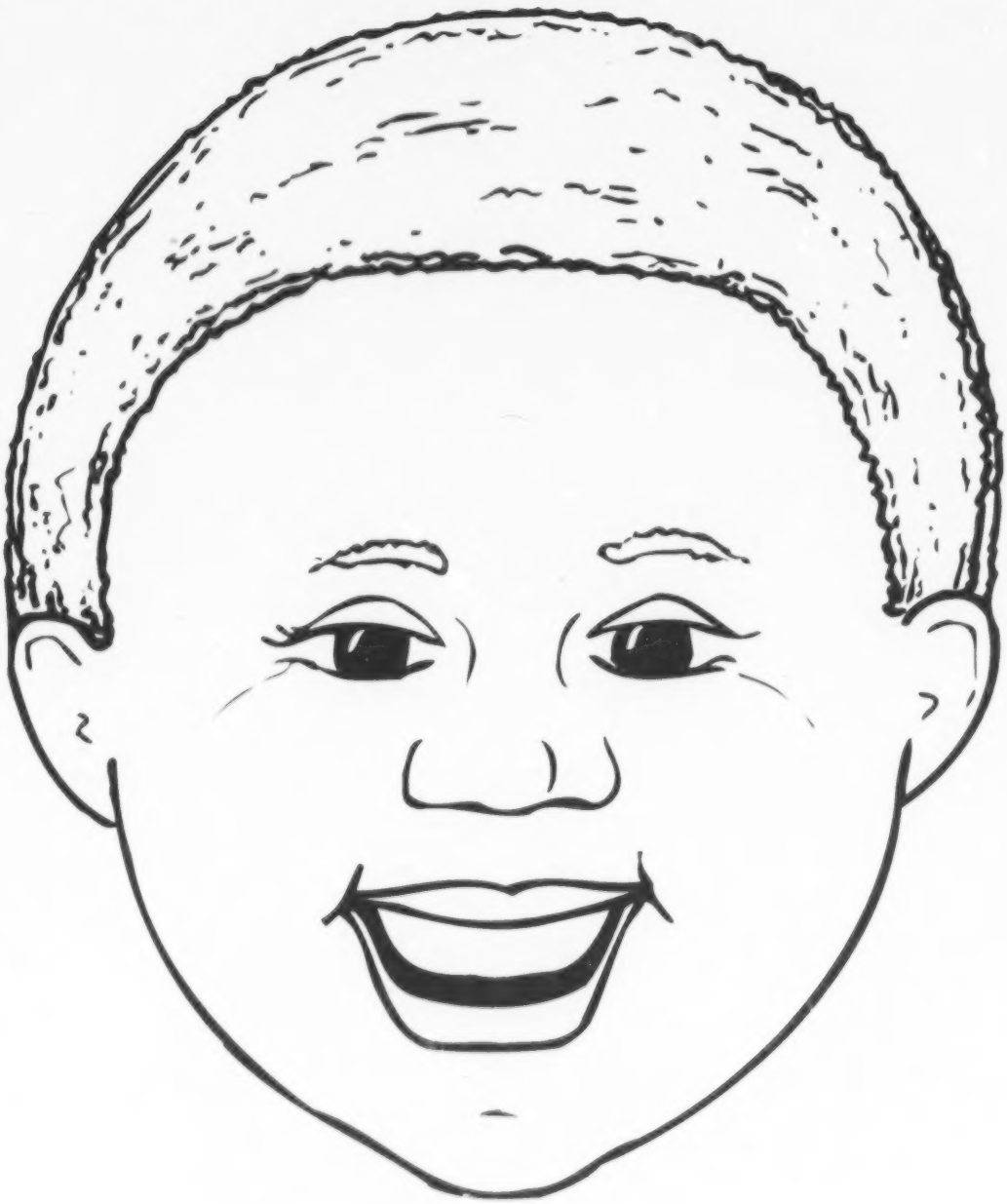
**Resources**

Career Development Activities, Mid High/High School CS1102

Order by calling ODVTE customer service at 1-800-654-4502.


WORK
WE BETTER MAKE A GOOD CAREER CHOICE!
RIGHT!
8 HOURS A DAY
5 DAYS A WEEK
50 WEEKS A YEAR
YEAR AFTER YEAR
AFTER YEAR . . .
WHOSE IDEA WAS THAT?
USE LABOR MARKET INFORMATION
MEDICINE
SALES
BUSINESS
SPORTS
MARKETING
ACCOUNTING
TO BE OR NOT TO BE?
WHAT KIND OF QUESTION IS THAT?
HEY!
ENTER THE POSTER/POETRY CONTEST!
3RD GRADERS GO TO WORK
DID YOU KNOW WORK IS THE MAIN ACTIVITY OF AN ADULT'S LIFE?
YES, IT'S EVERY DAY FOR THE REST OF YOUR LIFE!
GULP . . .
FOLLOW THE PLANS FOR THE BEST RESULTS
INSTRUCTIONS
IT'S NOT TOO EARLY TO THINK ABOUT YOUR FUTURE.

**Note:** The cartoon heads on the following pages are provided for you to copy, color, and attach to your bulletin board for use with any of the bulletin board ideas shown above.



# *The Real Game* Plus Three More *Real Game* Products

| **Training Dates - Tulsa** | **Training Dates - Oklahoma City** |
|---|---|
| November 5, 1999 | December 10, 1999 |
| February 4, 2000 | February 11, 2000 |
| May 5, 2000 | April 21, 2000 |

***Contact 405-743-5198***

## *The Make It Real Game*

***The Make It Real Game* Facilitator's Kit**
**Target: Grades 4, 5, and 6**
*(NC9022) $195/ea.*

The emphasis of this program is in the playful development and creation of a simulated town where the students create a cross-section of work roles and businesses that are integral and can be found in any town or city.

## *The Real Game*

***The Real Game* Facilitator's Kit**
**Target: Grades 7 and 8**
*(NC9017) $195/ea.*

Playing *The Real Game,* students will learn about earning an income, what money will buy, and what their occupation's income can afford. They plan and budget for leisure time, learn what suits them in their work-roles, experience the whims of chance, and even feel the effects of changing technology and global economic trends.

## *The Be Real Game*

***The Be Real Game* Facilitator's Kit**
**Target: Grades 9 and 10**
*(NC9020) $220/ea.*

*The Be Real Game* is an experiential career development program in which students take on a series of adult life/work roles. In these roles, they have fun and learn quickly as they experience realities (like budgeting, job change, family responsibilities, community challenges, chance events, etc.) faced by adult workers as they strive for balance and fulfillment in their life/work roles.

## *The Get Real Game*

***The Get Real Game* Facilitator's Kit**
**Target: Grades 11 and 12**
*(NC9021) $195/ea.*
Available: Fall 1999 and Winter 2000

*The Get Real Game* is a school-to-school and school-to-work bridging program. The focus will be on activities that allow students to simulate the real "real" society they are in transition to. In effect, this program will be like a "dress rehearsal" for postsecondary life. Community interaction will be key to this program as well as the creation of individual Student Action Plans.

Advance orders can be placed by calling (1-800-700-8940), e-mailing (ntsc@hcc.ctc.edu), or visiting us online (http://learningconnections.org/ntsc.htm).

# *Career Stuff* Catalog Update
## NEW Products

***Occupational Outlook Handbook 1998-99***
**Order Number: CS1108 — Cost: $13**
**10th Grade - Adult**
This handbook describes over 250 jobs — jobs held by over 85 percent of the American workforce. It gives details on nature of work, related occupations, earnings, sources of additional information, training advancement, future employment outlook, and employment opportunities.

***Creating Connections: Integrated Activities for Middle Grades***
**Order Number: CS1303 — Cost: $5**
**5th Grade - 8th Grade**
A collection of over 25 integrated, project-based learning activities for middle-grade students created by teachers from various disciplines. These practical, real-world application activities are designed to integrate academic skills with career exploration in a manner which is engaging for middle-grade students. These activities provide a framework for teachers to generate new ideas and serve as a starting point for creating even more project-oriented, integrated activities for the classroom.

***Mystery Health Career Experiences***
**Order Number: HO9103 — Cost: $9**
**Junior High - High School**
A learning tool to help junior high students explore careers in the health field. Its five modules are designed in a mystery format to allow students to learn while participating in fun and challenging activities. Although targeted for junior high students, with minor modifications, it can also be used with high school students and young adults.

***Linking the Classroom to the Workplace Using the Newspaper***
**Order Number: SW1017 — Cost: $20**
**Elementary - High School**
This toolbox consists of tools, resources, and lessons to provide innovative, hands-on, and relevant learning experiences within your local classroom and community.

***Teachers as Advisors***
**Order Number: SW1020 — Cost: $16**
**High School**
This toolbox gives implementation suggestions for providing teachers-as-advisors at your school. It contains content materials, monthly activities, check sheets, forms, and teacher training materials to help your school provide education and career planning for all students.

***Developing Real-Life Applications Using the World-Wide Web***
**Order Number: SW1018 — Cost: $197**
This toolbox consists of tools and resources on "how-to" manage the World Wide Web and "how-to" develop and integrate Internet lesson plans and projects from around the world. Lesson Plan Internet Files are also provided to begin the infusion of Internet lessons on career development, employability skills, and all aspects of the industry within your current curriculum.

# *Career Stuff* Catalog Update
## NEW Products (cont.)

***Career Classes and Resource Centers***
**Order Number: CS1021 — Cost: $22**
**6th Grade - 12th Grade**
This toolbox provides tools and resources to plan, prepare, and organize instruction for a career class as well as organize and operate a career resource center. Included in the Career Class section: career class contracts, lessons, and suggested career class schedule. The Career Resource Center contains tools, day-to-day operations, and support services available. The Appendix consists of Internet sites, references and resources, games, activities, and bulletin board ideas.

***Developing Contextual Lessons Through Curriculum Integration***
**Order Number: SW1019 — Cost: $27**
This toolbox consists of tools and resources to assist a lead educator in providing guidance and direction on how and why to integrate curriculum. A simple curriculum "webbing process" is provided to assist a local integration team in organizing and collaborating together.

***Work-Based Learning — Internship and Job Shadowing***
**Order Number: SW1016 — Cost: $26**
**6th Grade - Adult**
This toolbox consists of student, teacher, business, and parent forms located on 3½-inch disks to establish and organize Student/Teacher Shadowing and Internships with local school officials and businesses.

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# New Products Coming Soon!

***Expand Your Child's Horizon***
This guide shows parents step-by-step planning on how to get involved in their child's career development. This is perfect for open house, parent meetings, and teachers-as-advisors.

**Prepared by Career Information**
**Guidance Division**
**Order by calling 1-800-654-4502**
**Shipping: add 10 percent within the United States. Minimum shipping: $4.50.**
**www.okvotech.org/cimc**
**To receive a *Career Stuff* Catalog, call 1-800-522-5810, extension 831.**
***As products are reprinted, prices will increase.***

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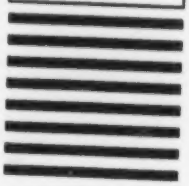

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